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ABSTRACT

A comprehensive survey of the adult population of Southeastern Connecticut was conducted by Mohegan Community College to determine the region's adult education needs. After a pilot study, a 96-item questionnaire was designed to evaluate the demographic make-up of the target population and to determine (1) the accuracy of educational information that adults possessed; (2) their level of satisfaction with educational opportunities in the region; (3) their attitudes on higher education and adult basic education; (4) the preferred sources of information; (5) the most popular educational programs; and (6) the obstacles adults encountered in continuing their education. Quotas for each town within the survey region insured contact with 0.5% of the adult residents. The study found that though personal living skills generated the most interest among adults, there was a demand for advanced educational training. Newspapers proved to be the most popular source of educational information. Urban residents were more satisfied with educational opportunities than suburban or rural respondents. Child care was the major obstacle to continuing formal education. The study report summarizes the findings for each item on the questionnaire and relates differences in questionnaire responses by significant demographic characteristics. The procedures and problems involved in the development and execution of the survey are discussed. (JP)

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ADULT EDUCATIONAL NEEDS ASSESSMENT
of Southeastern Connecticut

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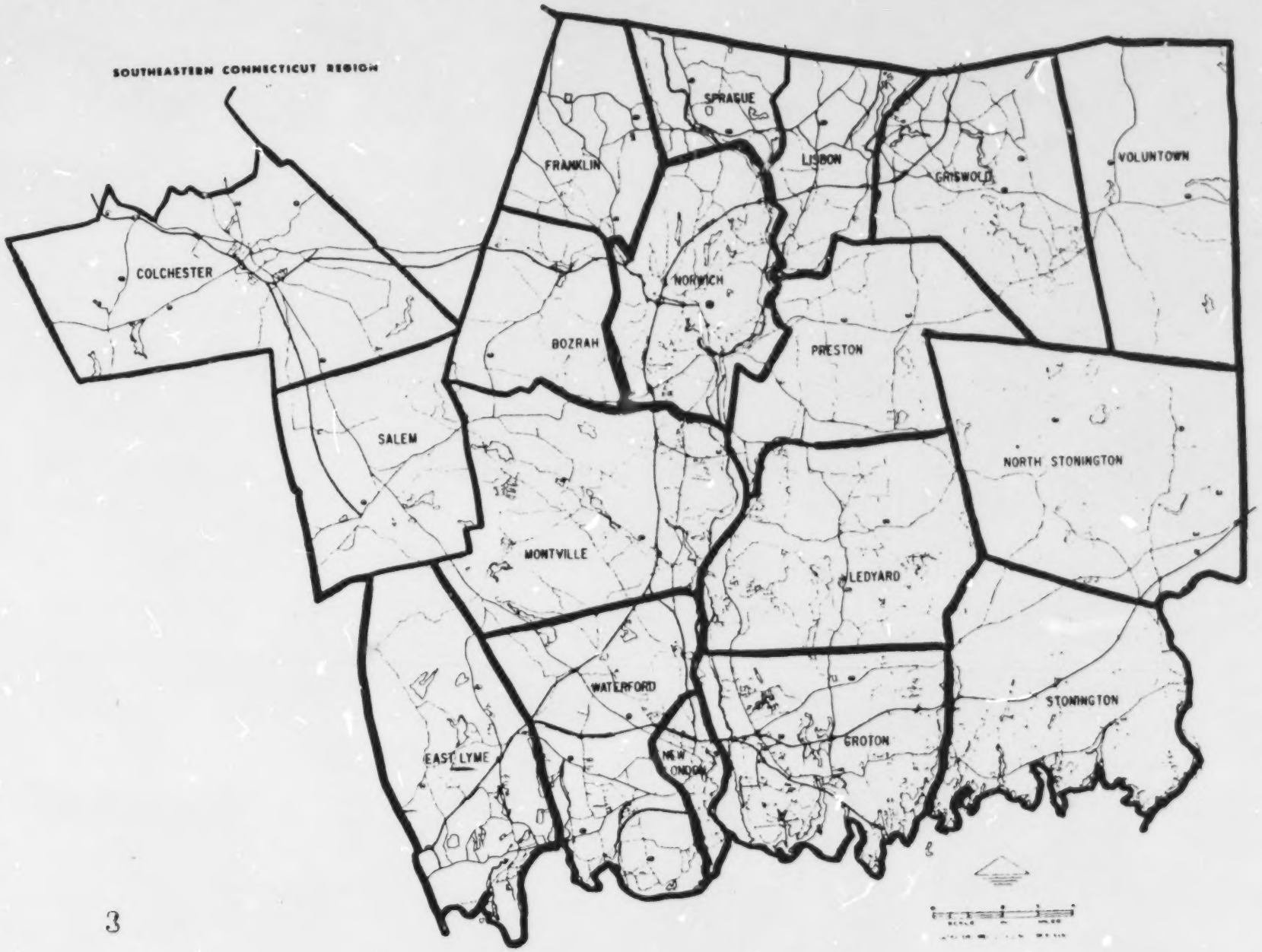
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* Note: In the questionnaire, the absolute frequency refers to the actual number of responses, and the relative frequency refers to the percentage. In the charts, all numbers represent percentages.

Volume I contains the report narrative, while Volume II contains the statistical information. The numerals in the margins of Volume I refer to the question number.

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INTRODUCTION

Are the Southeastern Connecticut adult educational institutions meeting the educational needs of residents or are they over-lapping and duplicating unnecessary services? This educational needs assessment was conducted to ascertain the answer to this question. It was conducted from May to September of 1978 in Southeastern Connecticut. There has never before been a comprehensive needs assessment for adult education and training in Southeastern Connecticut, and administrators need guidance based on factual information. This document may provide a basis for future planning for regional education and training programs, as well as a regional needs document for programs. It may, also, lead to better training programs in our community and perhaps subsequently reduced unemployment.

In addition there were other, more specific, project objectives. We tried to determine the knowledge of the residents about educational opportunities and the accuracy of this knowledge. We attempted to measure the local perception of the extent and adequacy of educational programs currently in existence and the attitudes and values held by area residents towards post-high-school education, adult basic education, and training programs in general. The major sources of public information and the most effective way of bringing information to the general public were investigated. The specific kinds of programs that are of interest to people were analyzed, as well as the obstacles to attending educational programs. The conditions of learning that are perceived as most improtant and effective were also dealt with. These were the main objectives of the needs assessment survey.

In the process of compiling the data, we arrived at some interesting conclusions. The subject area that generated more interest than any other was home and family or personal living skill courses, such as crafts, hobbies, or home maintenance. There is also, an expressed need for advanced educational programming, including graduate courses, career devleopment, and advanced training. The interviewees living in urban centers were the most satisfied with educational opportunities in the area. The suburbanites were less satisfied and rural people the least satisfied, with educational opportunities in Southeastern Connecticut. Among respondents who may be prospective students, child care was the obstacle to the continuation of their education chosen most often. Many people of Southeastern Connecticut most preferred on-the-job training as a way to learn. When looking for any type of education, the respondents used the newspaper as their major source of information. These are only some of the findings brought forward by the Needs Assessment Survey on Adult Education.

Of all the demographic characteristics that the questionnaire was designed to determine, thirty-nine variables were reviewed. The main topics were area of residence, sex, race, age, educational level, occupation and income. These variables were cross-tabulated with each other and the whole sample. Although all of this information can be found in chart form in the appendix, notable differences in percentages are discussed in this section.

POPULATION PROFILE

The first twenty items on the Needs Assessment questionnaire were designed to develop a demographic profile of Southeastern Connecticut. Because of the personal nature of some of the individual items, all questions included the choice "no response."

The 18 towns were divided into three categories: urban, suburban, and rural, based on their population density. Of the whole sample, 51% of the respondents lived in urban areas, 44.5% lived in suburban areas, and 4.5% resided in rural areas. As can be seen, more than half of all those participating in the survey lived in urban areas, which included Groton, New London, and Norwich. Of the whole sample, 14.3% resided in Groton, 16.2% lived in New London, and 20.5% were Norwich residents.

In breaking down the characteristics of the population in the three urban centers and other towns, the three categories for race were White, Black and Other, (which included American Indians, Asian Americans, and Hispanic persons). Of all respondents classified racially as White, 14.2% lived in Groton, 14.2% lived in New London, 21.0% resided in Norwich, and 50.5% were residents of the 15 other towns. Among the Black population, 17.1% resided in Groton. A higher concentration of the Black respondents was noted in New London, where 53.7% resided, while 9.8% lived in Norwich, and 19.5% lived in the other towns. Again, a high concentration of those whose racial classification was noted as Other resided in New London (at a rate of 37.5%). Of this group, 12.5% lived in Groton, 12.5% were Norwich residents, and 37.5% resided in the other towns.

By age groups, the highest percentage of those 65 and older lived in Norwich (29.2%) while only 6.7% were Groton residents, 19.2% lived in New London, and 45.0% lived in the other 15 towns. The other age groups resembled the whole sample percentages living in Groton, New London, Norwich, and the other towns. A high concentration (30.6%) of retirees was also noted in the Norwich area as compared to Groton and New London, where only 8.2% and 18.4% of all retirees lived.

Educational levels were divided into 5 groupings: eighth-grade education or less, some high school but no diploma, high school diploma, some college but no B.A., and the college graduate. Those who had not attained a high school diploma were more concentrated in Norwich. 45.1% of all those completing the eighth grade or less were from Norwich, 1.2% lived in Groton, 11.0% were New Londoners, and 42.7% were residents of the other towns. Also,

30.6% of all those who had attended high school but had not received a diploma lived in Norwich, 7.3% lived in Groton, 16.1% were from New London, and 46.0% resided in the other towns.

The occupations of respondents were classified as the following: professional or semi-professional, skilled, semi-skilled, unskilled, military, or homemaker. A high percentage of unskilled respondents (28.3%) resided in Norwich, while 5.7% lived in Groton, 9.4% were New London residents, and 56.6% lived in the other 15 towns. There was also a high concentration (33.3%) of those classified as military residing in Groton. Only 6.7% of military respondents lived in the other towns. It should be noted that the U.S. Submarine Base is located in Groton.

As a variable, sex distribution was noted. Of all participants in the survey, 27.6% were males and 72.4% were females. (The higher participation rate among females may have been influenced by the fact that most of the actual interviewing was conducted during the day).

The participation rates among males and females in the urban and suburban areas were as follows: 27.2% of all urban respondents were male and 72.8% were female. In suburban towns, 26.7% of all those interviewed were male and 73.3% were female. However, in the rural towns, 40.9% of all participants were male and 59.1% were female. The statistics for rural towns represent more accurately the sex distribution in Southeastern Connecticut.

The age of respondents, both male and female, ranged from 17 to over 65 years of age. However, the largest percentages of males were in the youngest and the oldest groups. Of all respondents aged 17-21, 34.1% were males and 64.8% were females. In the group of respondents aged 65 and over, 38.3% were males and 61.7% were females. The females were more heavily represented in the middle age groups. Of all respondents aged 25-34, 77.9% were females and 22.1% were males. Females also represented 75.9% of all persons aged 35-44, while only 24.1% were males.

Of all the 4 year college graduates, 36.3% were males and 63.7% were females. Females were more heavily represented among respondents who had attained a high school diploma or had completed formal technical training. Of this group, 23.5% were males and 76.5% were females.

Of all retirees interviewed, 39.5% were males and 60.5% were females. Males represented 43.1% of all the employed, while females represented 56.9%. However, only 15.2% of the unemployed were males and 84.8% were females. (Note: females whose occupation was homemaker often said they were unemployed.) Occupational levels ranged from the professionally employed to the homemaker. Males were more heavily represented in the skilled and military groups, 62.7% and 85.7% respectively. Females represented 82.6% of all the semi-skilled workers and 98.7% of all homemakers interviewed.

The racial distribution of the whole sample was categorized into three groups, Whites, Blacks, and "Other," (which included American Indian, Asian American and Hispanics). Of the whole sample, 94.8% were White, 4.2% were Black, and 1.0% of all respondents were classified as "Other." This closely parallels the racial distribution of Southeastern Connecticut. Regionally, 91.1% of all urbanites were White, 6.7% were Black, and 2.0% were noted as "Other." Of all suburban respondents, 96.3% were White, 1.8% were Black, and 1.4% were classified as "Other." In rural areas, 100% of all the respondents were white. This dominance of White respondents continues throughout every age level. However, a larger representation of Black respondents, 7.9% occurs among those 17-21 years of age; among those 22-24, a larger representation of those classified as "Other" occurs, 5.6%. It should be noted that no respondent aged 55-64 was Black, and no one aged 65 and older who was interviewed noted his/her racial background as "Other."

The racial distribution among the unemployed remained similar to the racial distribution of the population of Southeastern Connecticut. 95.6% of all respondents who were unemployed were White, 3.3% were Black, and 1.1% were noted as being of "Other" racial background. Of those employed, homemakers represent a large percent in each racial group. 32.9% of all White respondents, 27.3% of all Black, and 17.6% of those classified as "Other" were homemakers. The next largest occupational groups for each racial category was as follows: 33.6% of all White respondents were professionally or semi-professionally employed; 30.0% of all Black respondents were skilled workers; 17.6% of all respondents classified as "Other" were professional or semi-professional, and 17.6% were skilled.

The age of each respondent was recorded and grouped according to the adult divisions used by the U.S. Census Bureau. Of the whole sample, 9.1% were aged 17-21, 7.3% were 22-24, 26.3% were 25-34 years old, 19.2% were 35-44, 11.3% were 45-54, 12.3% were 55-64, and 12.3% were 65 or older. As can be seen, the largest percentage of respondents was between the ages of 25 and 34.

Age was cross-tabulated with educational level. The largest percentage of respondents with an eighth-grade education or less, 43.1%, was found among those aged 65 and older. 24.0% of all respondents who have attended some high school but have not received a diploma were 17-21 years of age. Those aged 25-34 represented the largest percentage of respondents in the remaining three categories. 28.6% of all those who have attained a diploma from a high school or formal technical school, 30.7% of those with some college experience but have not graduated, and 40.7% of all 4 year college graduates were aged 25-34. Of those currently enrolled in an educational program, 34.1% were aged 17-21, 8.1% were 22-24, 30.4% were 25-34, 16.3% were 35-44, 3.0% were 45-54, 5.2% were 55-64 and 3.0% were 65 or older.

The seven income groups which appear in the questionnaire were divided into two broad groups: above $6,000 and below $6,000. The largest percent of respondents whose income was below $6,000 per year were aged 65 and older (31.5%). Off those whose income was above $6,000 per year, respondents aged 25-34 comprised the largest percentage, 32.5%.

The educational levels of the whole sample were distributed as follows: 6.8% of all respondents had completed the eighth grade or less, 12.8% had attended some high school but had not graduated, 43.7% had received a diploma from either a high school or formal technical school, 19.7% attended some college but had not received a B.A., and 13.3% had received a 4 year college degree.

Educational levels were also cross-tabulated with the two income groups. Of all respondents reporting an income of below $8,000 per year, 11.6% had an eighth-grade education or less, 27.8% had attended some high school, 31.3% had received a diploma from either a high school or a formal technical school, 8.3% had attended some college, and 8.3% had graduated from a 4 year college. Among those with an income above $8,000 per year, 4.5% had an eighth-grade education or less, 10.5% had attended some high school, 44.7% were high school graduates, 23.1% had attended some college, and 16.7% were 4 year college graduates.

It was found in this survey that as the educational level of the respondents increased, employment levels increased and unemployment decreased.

EDUCATIONAL LEVEL	EMPLOYMENT LEVELS	UNEMPLOYMENT LEVELS
Eighth grade	15.3%	81.7%
Some high school	51.0%	24.2%
Diploma	62.3%	37.7%
Some college	5..2%	46.8%
College graduate	62.2%	37.8%

According to the information gathered, 69.2% of all respondents had resided in Southeastern Connecticut for 10 years or more. Of the remainder, 13.3% had resided for 1-9 years, 11.1% had resided from 5-10 years, 6.8% had lived in Southeastern Connecticut for less than 1 year, and 0.5% gave no response. 62.7% of all respondents owned their own home, 35.7% did not own their own home and 1.5% gave no response.

Respondents were asked to note their primary occupation. These frequencies can be found in the frequency charts in the appendix. Respondents were also asked if they held a second job. 5.1% responded "yes," 93.0% said "no," and 1.9% gave no response.

Of all respondents, 14.0% were veterans, 84.1% were not and 1.7% gave no response. Years since discharge from military service can be found in the frequency charts.

The household sizes noted most frequently were two-member and four-member households at 29.1% and 23.1% respectively. Further breakdowns can be found in the frequency charts

Respondents were asked if they were the parent or guardian of a child under 18 years of age living in their household: 49.1% were, 47.2% were not and 3.7% chose not to respond.

#20 Questions 20-26 of the survey were designed to determine the past adult educational experience of each respondent. If a respondent had participated in one of the programs, he or she was asked to comment on its quality. Four possible choices were given for each questions: 1) satisfactory, 2) unsatisfactory, 3) no opinion, 4) have not attended.

The responses of those interviewed were also cross-tabulated with the 39 variables in the demographic chart. 18.8% of all urban respondents had participated in an adult education program. Of all suburban respondents, 15.8%, and 13.7% of all rural respondents had participated. The "unsatisfactory" responses from each area did not differ greatly from the average 1.4% of the whole sample. In the urban areas, 28.1% of all New London respondents, 12.4% of all Groton respondents, and 16.1% of all Norwich respondents had participated in adult basic education. Again, the bulk of the responses indicated satisfactory experiences.

Of males and females 16.2% and 17.8% respectively, had participated in Adult Basic Education. Of these figures, males indicated a response rate of 3.0% for "unsatisfactory" experience. Females noted a rate of only 0.9% for "unsatisfactory."

It is important to note that those respondents with educational levels below eighth-grade participated at a rate of 9.7%. Of this figure, 8.5% found programs to be satisfactory. The next educational level included those who had attended some high school but had not received a diploma. The rate of participation for this group increased to 23.4% with 20.2% noting a satisfactory experience. Participation in Adult Basic Education decreases with further educational attainment, with the lowest rate, 11.9%, among the 4 year college graduate group.

Broken down by age, participation in Adult Basic Education did not vary. However, the greatest participation occurred among those respondents aged 17-21 (26.9%) with 23.6% finding Adult Basic Education programs to be "satisfactory."

#21 The second category included "courses for college credit, such as English, sociology, and history."

An overall participation rate of 38.3% was recorded for the whole sample. Of this figure, only 1.3% recorded "unsatisfactory" experiences. Rural towns participated at a rate of 45.5% in college credit courses, followed by suburban towns at 41.2%, and finally, urban towns, at 34.9%.

In all cases, the unsatisfactory view remained below 1.6%. Of the three urban areas, New London and Groton participated at the rate of 42.4% and Norwich at 23.6%.

A higher percentage of men interviewed attended college credit programs than women. 43.3% of all males participated with only 1.1% responding "unsatisfactory." This participation rate was not only higher than the female rate of 36.0, but also higher than the sample mean.

A difference in the rate of participation occurs within the racial variable. Of the total interviewed, 38.5% of those classified as White had participated in college credit programs. Of that figure, 37.2% found it to be a satisfactory experience. The percentage of Black respondents attending college credit courses was 24.4%, of which 2.4% found it unsatisfactory. Of those who rated their racial background as "Other" (American Indian, Asian American, Hispanic), 50.1% had attended college credit courses, with 7.1% noting dissatisfaction. This is much higher than the average 1.3% "unsatisfactory" response of the whole sample.

Participation in college credit courses increases with the age of the respondent, peaking with the 25-34 year-old group at the rate of 49.6%, with 2.3% finding it "unsatisfactory." A gradual decrease in the rates of participation occurs with increase of age at this point to the group of respondents aged 55-64 at 22.2%, with no indication of unsatisfactory experience. The group aged 65 and older participated at a rate slightly above, with 24.1% attending and 0.8% unsatisfied.

The percentage of the employed who have participated in college credit programs is higher than that of the unemployed, 48.0% and 30.4% respectively. The opinions of programs attended remained satisfactory.

Participation rates decrease within the occupation classifications: professionals and semi-professionals represented the largest rate (64.2%). A sharp decrease is then reflected with the skilled, semi-skilled, and unskilled reporting participation rates of 26.7%, 35.7%, and 13.2% respectively. The military represents the highest over-all rate of involvement in college credit programs, 64.3%.

The largest difference among variables occurs within the income groups. Only 19.1% of those whose income fell below $6,000 per year had attended college credit programs. Of those with an income above $6,000 per year, 44.1% had attended. Unsatisfactory experiences remained low for every group.

#22 The next category of educational programs included "vocational and occupational courses such as health, data processing, carpentry." Statistics for the whole sample revealed a participation rate of 36.3% with 2.1% responding "unsatisfactory" and 0.4% expressing "no opinion" of the program attended.

The lowest participation rate by area occurred among suburban dwellers, 32,8%. Urban towns represented a participation rate of 38.7% and rural towns, 38.6%. "Satisfactory" opinions remained similar to the whole sample.

Participation rates vary by the sex of the respondents. Of all males interviewed, 47.4% had been involved in vocational programs, while only 31.6% of the females had participated. "Unsatisfactory" responses were 1.9% for males and 2.1% for females.

As noted, "unsatisfactory" responses by those participating in programs, on the average, were low. However, Black respondents and those categorized racially as "Other" reported much higher rates of dissatisfaction. Of the 51.2% of all Blacks who had participated in vocational programs, 7.3% found the program to be "unsatisfactory". Of the 41.2% of "Others" who had attended, 5.9% expressed "unsatisfactory" opinions. Among the 35.4% of all the White respondents who had participated in vocational programs, only 1.8% were dissatisfied.

By educational level, participation varied only among those with an eighth-grade education or less. Only 25.6% of this group had attended vocational or occupational programs, with 2.4% responding "unsatisfactory."

The employed respondents participated in vocational programs at a rate of 44.3%, with 2.3% expressing dissatisfaction. Of the unemployed, only 29.7% participated, with 1.9% responding "unsatisfactory." Of those employed, the unskilled and the homemaker reported the lowest participation rates, 28.3% and 24.4% respectively. The military participated at the greatest rate, 73.4%

#23 Question #23 of the survey dealt with educational programs called "home and family courses or personal living skills." Of all those interviewed, 36.1% have participated in these programs. Only 1.1% found the experience unsatisfactory, and 0.5% expressed no opinion.

Participation in Home-Family courses was higher among rural respondents. As a group, rural residents participated at a rate of 45.5%, with noreported "unsatisfactory" opinions. Urban towns followed with 38.3% participating, 1.4% responding "unsatisfactory." Suburban residents had participated at a rate of 32.1%, 0.9% noting an unsatisfactory experience. Of the three urban centers, only Groton residents were involved at a rate above the mean. Of those living in Groton, 46.7% had been involved in a home and family course, with 1.4% responding "unsatisfactory."

Females participated in home and family courses at a rate twice that of males, 41.6% and 20.8% respectively. Males noted "unsatisfactory" opinions at a rate of 1.3% and females expressed an "unsatisfactory" opinion at a rate of 0.3%.

Within the variable of race, those classified as White participated at a higher rate than the Black group and those categorized racially as "Other," 36.5%, 26.8%, and 35.3% respectively. "Unsatisfactory" opinions ranged from 1.1% for Whites, 2.4% for Blacks, and a "no opinion" response rate of 5.9% for those noted as "Other."

The age group with the highest level of participation was the 35-44 year old with 44.4% who had participated and 0.5% reporting an "unsatisfactory" view. The lowest rate of participation was found among those aged 65 and older, 22.5%.

Involvement in home and family courses does not vary greatly along lines of educational level. However, those with an eighth-grade level or less represent a lower-than-average rate of involvement. Only 18.3% reported participation.

Throughout the occupation variable, percentages of participation did not vary greatly. Above average participation occurred within the homemaker group: 45.5% participated in home and family courses. The military as a group participated at the low rate of 20.0%.

#24 The overall involvement recorded for "Cultural enrichment programs such as theater groups, book clubs, or art leagues" was 22.5%, with only 0.5% expressing dissatisfaction with programs. By area, urban towns participated at the highest rate (23.0%) followed by suburban towns (22.2%), and, finally, rural towns (11.4%). The "unsatisfactory" rate remained low. Of those interviewed in the urban centers, New London residents participated in cultural enrichment programs at the highest rate, (29.0%), followed by Groton residents (25.9%), and Norwich residents (16.1%).

Within the racial variable, White respondents participated at a rate of 22.3% with 0.5% reporting an "unsatisfactory" opinion. The Black respondents participated at a rate of 17.0%. Of those respondents designated as "Other", 29.4% had been involved in cultural enrichment programs. Neither of these two groups responded "unsatisfactory."

Age did not appear to influence participation in cultural enrichment programs. However, the 22-24 year olds and those respondents aged 65 and older participated at lower rates, 18.3%, and 14.2% respectively.

A gradual progression of increased participation in cultural enrichment programs occurred within educational levels, with 4 year college graduates representing the highest single group.

#26 Career development programs were defined as advanced training or study in a specific field, such as medical techniques, advanced nursing, management training." 19.4% of all respondents had attended such programming. Only 1.0% noted an "unsatisfactory" experience and 0.7% expressed "no opinion."

By area, urban residents represented the lowest participation. Only 16.5% of urban respondents had attended career development programs. Of this figure 1.4% responded "unsatisfactory". In contrast, 27.3% of rural respondents had attended such programming. Among suburban respondents, 21.7% had attended, with 0.7% expressing an "unsatisfactory"view.

Males participated in career development programs at a rate close to twice that of female respondents, 29.9% and 15.0% respectively. The "unsatisfactory" rate of response for males was 1.5% and for females the rate was 0.9%.

Within the age variable, respondents aged 17-21 respresented the lowest rate of involvement at 10.1%.

Those aged 22-24 were involved in career development courses at a rate of 16.9%, with 7.0% noting "unsatisfactory" opinions. This view represents the highest "unsatisfactory" experience for any variable.

Involvement in career development varied with the educational level of the respondent. Participation ranged from a low of 5.6% of those with some high school experience to a high of 53.3% of respondents who were 4 year college graduates with 4.4% dissatisfied with the program attended.

Participation in career development courses changed with the occupational level of the respondent. Professional and semi-professional respondents participated at a rate of 45.2%, with 1.4% dissatisfied with the experience. The skilled followed at a rate of 16.9%, with 1.4% unsatisfied. The semi-skilled and unskilled participated at rates of 12.4% and 3.8% respectively. The military was the single highest variable, with participation in career development courses noted as 66.7%. Homemakers participated at a rate of 6.5%. Of the unemployed 11.6% participated while 28.7% of the employed did.

Income also made a difference in career development participation. Only 6.8% of those whose income was below $6,000 per year had attended, while 22.2% of those respondents with an income above $6,000 per year had attended.

Questions 27-34 of the survey were designed to elicit opinions about education in Southeastern Connecticut. Four possible answers were offered for each question: 1) yes, 2) no, 3) not sure or undecided, and 4) no response.

The first question in this section was, "Do you think there are enough educational opportunities for adults in Southeastern Connecticut?" Of the whole sample, 62.9% said "yes", 20.7% said "no", 14.8% were undecided, and 1.5% gave no response. By area, 66.1% of urban respondents, 59.8% of suburbanites, and 59.1% of all rural residents felt there were enough opportunities. 18.8% of urbanites, 22.2% of suburbanites, and 27.3% of rural respondents said there were not enough educational opportunities for adults in Southeastern Connecticut.

Opinions of male and female respondents were similar. 66.4% of all males and 62.0% of all females felt that there were enough opportunities for adults in Southeastern Connecticut, while 19.4% of males and 21.2% of females did not.

Among White respondents, 63.3% believed that there were enough educational opportunities, while 20.5% did not. Of all Black respondents, 65.9% felt there were enough opportunities, and 26.8% did not. 47.1% of all respondents who classified their racial background as "Other" felt there were enough opportunities, and 23.5% did not.

Among respondents with different educational levels 4 year college graduates expressed more dissatisfaction with the existing educational opportunities for adults in Southeastern Connecticut. Only 54.8% of 4 year college graduates were satisfied with opportunities, while 24.4% were not. This opinion remained the same among those who were currently enrolled: 54.1% were satisfied and 31.1% did not feel there were enough educational opportunities for adults.

Opinions of respondents did not differ greatly with differences in occupation. However, only 54.7% of the unskilled respondent felt satisfied with existing opportunities as compared to the opinions of other occupational groups. 66.3% of all semi-skilled respondents, 67.6% of all skilled and 62.8% of the professional or semi-professional groups felt there were enough educational opportunities for adults in Southeastern Connecticut.

A larger percent of respondents with an income above $6,000 per year felt that there were enough educational opportunities for adults than did respondents with an income below $6,000 per year: 64.4% and 50.7% respectively. 20.6% of those with incomes above $6,000 per year felt there were not enough opportunities while 28.8% of those respondents with an income below $6,000 per year did not.

#28 When asked, "Do you think opportunities to obtain more education are limited for non-high school graduates"?, the responses remained similar throughout the 39 demographic variables. 43.5% of the whole sample said "yes", 38.6% said "no", 16.9% were not sure, and 0.9% had no response.

Only among the different educational levels is there a notable change in the opinions of the respondents. Among 4 year college graduates, only 32.6% felt that opportunities to obtain more education were limited for non-high school graduates; this is a lower percentage than the mean.

#29 When respondents were asked "Do you think that educational opportunities for adults are worth the investment of your tax dollar"?, 86.0% responded "yes", 6.5% said "no", 6.6% were undecided and 0.9% gave no response. At least 70.0% of the respondents in each of the 39 variables believed that educational opportunities were worth the investment of their tax dollars.

Particularly high percentages were noted among Groton respondents, where 91.4% said "yes" as compared to 84.2% of New Londoners and 84.9% of Norwich respondents.

Among the racial groups, both the White respondents and those classified as "Other" had higher percentages of "yes" responses than did Black respondents. 86.8% of all White respondents and 88.2% of those grouped as "Other" said "yes", while only 75.6% of all Black respondents believed educational opportunities were worth the investment of their tax dollars.

Lower percentages of respondents believing that adult educational opportunities were worth the investment of their tax dollars were found among the 17-21 year-olds (78.7%) and those respondents aged 65 and older, (78.3%). A higher percentage of "yes" responses was found in the 22-24 year-old group (91.5%), the 25-34 age group (91.2), and the 35-44 age group (90.4%).

Difference in educational levels did not appear to influence the opinions of respondents. It can be noted, however, that only 74.4% of those with an eighth-grade education or less believed that adult educational opportunities were worth the investment of their tax dollars. Although this is still a majority, it is lower than the average "yes" response of the whole sample.

Among the different occupations of respondents, only the unskilled group differed from the average response rate. 73.6% of all unskilled respondents believed that education was worth the investment of their tax dollars while 18.9% said "no." This was the largest percent of "no" responses throughout all 39 demographic variables.

Differences in opinions can be seen between the respondents of the two income divisions. 88.2% of respondents whose income was above $6,000 per year as opposed to 75.3% of those earning below $6,000 per year felt that educational opportunities for adults were worth the investment of their tax dollars.

#30 When asked "Are your personal educational needs being met in this region"?, 18.5% of all respondents said "no," 71.0% said "yes," 7.7% were not sure, and

2.6% had no response. By area, 17.3% of all urban, 20.8% of suburban, and 9.1% of all rural respondents said "no," while 73.2% of the urban, 67.9% of suburban, and 77.3% of the rural respondents said "yes."

The majority of the males and females interviewed felt that their educational needs were being met in this region. However, 17.9% of males and 18.8% of females did not.

The opinions of both Black and White respondents were similar, with only 19.5% of the Blacks and 18.1% of the Whites responding "no." Of those classified as "Other", 41.2% felt that their educational needs were not being met in this region.

More younger respondents felt that their needs were not being met in this region than did older respondents. This can be illustrated by the following chart:

AGE GROUP OF RESPONDENT	PERCENT BELIEVING THEIR EDUCATIONAL NEEDS ARE NOT MET
17-21	33.7%
22-24	36.6%
25-34	24.8%
35-44	15.0%
45-54	11.6%
55-64	4.8%
65 and older	10.0%

The belief that their educational needs were not being met in this region was highest among respondents who were 4 year college graduates. 25.5% of those with some college experience, 30.4% of 4 year college graduates, and 26.7% of those respondents who were enrolled felt that their educational needs were not being met.

22.8% of all those respondents who were professionally or semi-professionally employed, 23.2% of all respondents who were skilled employees, 19.5% of the semi-skilled and 9.4% of the unskilled felt that their educational needs were not being met in this region. 13.3% of the military and 12.8% of all respondents who were homemakers expressed the same opinion.

NOTE: The following three questions were not cross-tabulated with the demographic variables.

#31 When asked, "Do you think that an older person would feel out of place in a college program?", 68.1% of the total sample stated that an older person would not be uncomfortable. Only 20.1% of the respondents felt that age would be a determining factor. Two other possible responses to this question were "not sure," representing 10.8% of all respondents, and "no response," which was selected by 1.0% of the whole sample.

#32 In response to the question, "Do you think community colleges should help graduates find employment in their field?" 83.8% of all respondents said "yes," 9.2% said "no," 6.1% were not sure, and 0.9% gave no response. This demonstrates that a majority of respondents believe that the community colleges should be involved in the future of their students.

#33 Respondents were then asked, "Should occupational or vocational programs provide you with information about job opportunities before you begin?" Again, a majority of the respondents said "yes," 94.0% while only 3.3% said "no," 1.8% were not sure, and 0.8% gave no response.

#34 In response to the question, "Would further education be important for your present or planned occupation?" 55.2% said "yes," 39.0% said "no," 4.4% were not sure, and 1.3% gave no response. Among the urban town, 68.3% of all Groton residents, 53.2% of New Londoners, and 49.2% of Norwich residents believed further education would be important.

Responses from males and females were similar. 53.6% of all males and 56.1% of all females believed that further education would be important for a present or planned occupation.

Differences of opinion regarding the importance of further education were apparent among the racial groups.

	YES	NO
White	54.4%	40.4%
Black	75.6%	17.1%
Other	64.7%	29.4%

The importance of further education for a present or planned occupation decreased as the age of the respondent increased.

AGE	YES
17-21	85.4%
22-24	83.1%
25-34	77.5%
35-44	61.0%
45-54	33.3%
55-64	27.8%
65 and older	11.7%

As the educational level of the respondent increased, so did her/his

perception of the importance of further education. 34.1% of those with an 8th-grade education or less, 48.4% of those with some high school but no diploma, 50.9% of high school graduates, 69.3% of those with some college experience, and 72.6% of all college graduates believed further education would be important. Of those who were currently enrolled, 84.4% said "yes."

#35 Respondents were asked, "How much they thought teachers contributed to the education of their students?" Six possible responses were offered. Of the whole sample, 41.1% stated that teachers contributed "a great deal" to the education of their students, and 34.8% chose to respond "some." The next response, that a teacher contributes very little to the education of a student, was chosen by 9.1% of the whole sample, and 0.2% of all respondents said "none." Of all respondents, 11.0% were not sure of the teacher's role, and 3.8% had no response at all.

Respondents living in rural areas on the average recorded lower statistics. Only 29.5% felt that teachers contributed a great deal to the education of their students, as opposed to 42.3% of suburban respondents and 41.1% of urban dwellers. Of all rural respondents, 40.9% selected response #2, "some," to describe the teacher's contribution. "Some" was chosen by suburban and urban respondents at a rate of 35.1% and 34.1% respectively.

Response #3, "very little," was the opinion of 15.9% of the rural respondents, as compared to 6.9% of suburban dwellers and 10.3% of urban respondents.

Within the variable of race, differing opinions of the contribution of teachers were more pronounced in the response noting "a great deal." Among White respondents, 41.9% felt that teachers contributed a great deal to the education of their students. Only 29.3% of all black respondents and 29.4% of all respondents classified racially as "other" viewed a teacher's contribution as a "great deal."

Variations in the opinions of a teacher's contribution were reflected within the different educational levels. Of those respondents with an eighth-grade education or less, 22.0% felt a teacher contributed "a great deal," 25.6% responded "some," and 19.5% chose "very little." Of those repondents who have experienced some high school but have not obtained a diploma, 36.0% responded "a great deal," 36.0% noted a teacher's contribution as "some," and 15.2% stated "very little."

Among high school graduates, 44.1% noted a teacher's contribution as "a great deal," with 31.9% selecting "some," and 8.7% noting "very little." Of those with some college experience, 39.6% stated a teacher contributed a great deal to the education of a student, 44.8% said "some," and 6.3% responded "very little." Four year college graduates responded heavily in the first two responses, 51.9% expressing the opinion that teachers contributed a great deal, 36.3% noting "some," and 3.0% selecting "very little."

The military as a group responded more frequently than any other variable that teachers contribute a great deal to the education of their students, (60.0%). Also, within the employment variable, the unskilled as a group viewed a teacher's contribution as a great deal at a rate of 52.8%, above the average 41.1%.

The variable, income, was also cross-tabulated with the respondents' view of a teacher's contribution to the education of a student. 42.7% of those whose income was above $6,000 responded "a great deal," 36.8% chose "some," and 8.8% said "very little." Among those with an income below $6,000, 39.7% rated the teacher's contribution as "a great deal," 21.9% chose "some," and 13.7% noted "very little."

#36 When asked, "How should students be evaluated?", respondents were given eight possible answers which ranged from specific methods of evaluation to no evaluation at all.

MEANS OF EVALUATION	FREQUENCY
1. attendance	1.5%
2. self-evaluation	5.5%
3. papers and reports	6.2%
4. testing	17.8%
5. combination	62.9%
6. evaluation is unnecessary	1.2%
7. other	0.9%
0. no response	3.9%

As can be seen, a combination of any of the first 4 methods was the first choice. Testing was indicated as the second choice.

#37 Respondents were asked, "How grades should be recorded at the end of a program." Once again, eight responses were offered as possibilities, ranging from specific methods to no preference. The traditional A-F system was chosen by 60.4% of all respondents. The next selection was the pass-fail system (11.5%). A certificate of completion was chosen by 7.2% of all respondents. The system of A-D, with no failing grade, was indicated at a rate of 6.2%. Of those interviewed, 0.7% chose to pass by attendance, 4.9% stated that other methods would be preferable to those mentioned, 6.4% were either not sure or had no preference, and 2.8% chose not to respond.

There was very little change in these statistics when this question was cross-tabulated with the demographic variables. Although the actual order of preference does not change, a slight variance occurs within the variable of race. Of the White group, 60.9% preferred the A-F system and

and 11.9% chose a pass-fail grade. The Black group and those classified as "Other" also preferred the A-F system; however, the rate of selection dropped to 61.0% and 41.2% respectively. 9.8% of all Blacks and 17.6% of those grouped as "Other" chose the "pass-fail" system of grading. 17.6% of those grouped as "Other" also selected the certificate of completion as the preferred method of evaluation.

#38 Respondents were asked to answer, "What do you think is the most effective way of learning?" Because of the variety of methods of learning, fourteen possible responses were offered.

01. Lecture or classes
02. Short term conferences, institutes, or workshops
03. Individual lessons from a private teacher
04. Discussion groups, informal book club, or study group
05. Travel study program
06. On-the-job training, internship
07. Correspondence course
08. TV or video cassettes
09. Radio, records, or audio cassettes
10. Work on a group action project
11. Life experience
12. Study on my own, no formal instruction
13. Other, specify_____
00. No response

Actual frequencies for each response can be found in the appendix.

The majority of respondents focused on two methods, on-the-job training and lecture or classes. Of the whole sample, 34.0% chose on-the-job training and 24.9% chose lecture or classes. These results remained constant throughout all demographic variables except income levels. Of those interviewed whose income fell below $6,000, the three preferred methods of learning were (1) on-the-job training, 25.4%; (2) discussion groups, 12.7%; (3) life experience, 11.3%. For the above $6,000 income group, on-the-job training remained first, at the rate of 32.3%, followed by lectures or classes (28.8%), and discussion groups (10.8%).

One of the objectives of this survey was to determine respondents' awareness of area educational programs.

Awareness is a broad topic. Questions 39-49 of the survey deal with processes of enrollment. Questions 50-60 asked respondents which courses were being offered within fifteen minutes of their homes. The purpose of this section was to determine the respondents' awareness of educational programs in their immediate area. Questions 61-62 evaluate respondents' awareness of the availability of educational programs in Southeastern Connecticut.

#39 Connecticut guarantees free basic education to all of its residents. All towns must provide adult learners the opportunity to receive a high school diploma. If the service is not provided by the town, the town must pay another neighboring town to fulfill their obligations. Respondents were asked What would you estimate the cost to be of enrolling in an adult basic education class, such as improving reading or math skills?

Only 17.6%of all respondents were aware that Adult Basic Education (A.B.E.) was free. Another 41.7% were not sure how much it cost. 8.6% thought that A.B.E. would cost under $10, and 30.1% of the people surveyed thought that it would cost between $25 and $100.

By area, 20.4% of all urbanites believed that A.B.E. was free and 7.3% believed the cost to be under $10. 30.8% thought that it would cost between $10 and $25, and 29.3% did not know. Among suburban residents, 15.3% were aware that A.B.E. was free, 10.3% thought there was a charge of under $10, 27.6% believed the cost to be between $25 and $100, and 42.4% were not sure. However, only 2.3% of the rural residents were aware that A.B.E. was free, no one believed the cost to be under $10, 43.2% between $25 and $100, and 50% did not know.

Among residents of urban centers, New Londoners seemed to be more aware that A.B.E. was free. 29.1% of all New London residents knew that A.B.E. was free, while only 15.8% of Groton residents and 16.6% of Norwich residents did.

19.3% of all females were aware of the fact that A.B.E. was free, 9.4% believed there to be a cost of under $10, 29.3% thought the cost was between $25-$100, and 40.6% did not know. These percentages are slightly different from the responses of males. 12.7% of all males knew that A.B.E. was free, 6.7% felt it cost under $10, 31.7% believed the cost to be between $25 and $100, and 43% did not know.

Among racial groups, 17.0% of all Whites, 24.6% of all Blacks, and 33.3% of the group listed as "Other" were aware that A.B.E. was free. The percentages of those who were not sure were 42.3% of the Whites, 36.6% of the Blacks, and 17.6% of those categorized as "Other."

Awareness that S.B.E. was free increased with the educational level of the respondents. 13.8% of those with an eighth-grade education, 18.8% of those with some high school experience, 13.3% of high school graduates, 20.8% of respondents with some college, and 28.7% of four year college graduates knew that S.B.E. was free. Responses of "don't know" ranged from 64.6% of those with an eighth-grade education to 31.9% of four year college graduates.

941 Before enrollment is possible, it is important to know how to locate courses of interest. Respondents were asked, If you were interested in taking a college course, whom would you call to find out where it is being offered?

Of the whole sample, 29.8% said they would call the Board of Education, 27.6% said a community college, 13.4% said a university, 7.3% said a counseling center, and 6.8% relied upon public and high school counselors for information regarding the location of programs. Another 8.1% noted a source other than the survey choices, 6.7% did not know, and 1.8% had no response. This question was not cross-tabulated with the 20 demographic variables.

941 Many people are not sure what a community college really is. Respondents were asked, In you opinion, which of the following best describes a community college? The six choices were: a private 2-year college, a private 4-year college, a public 2-year college, a public 4-year college, a public open admissions 2-year college, or a university.

In Connecticut, community colleges are 2-year, open admission, public colleges. Enrollment is usually on a first come, first served basis. Of the whole sample, 28.3% were aware of the fact that community colleges are public, 2-year, open admissions colleges. 41.0% responded that community colleges are public 2-year colleges, 9.7% said that community colleges are public 4-year colleges. Another 3.5% felt that community colleges were private 2-year colleges, 1.7% responded private 4-year colleges, and 0.3% said a university.

Throughout the bulk of the 20 demographic variables the largest percentage of respondents thought that community colleges were public 2-year colleges. The second highest response was public 2-year open admissions colleges. The only community college in Southeastern Connecticut is located in Norwich. However, among respondents from the urban centers, 29.3% of Groton residents, 29.7% of New Londoners, and 28.1% of the Norwich residents were aware of the fact that community colleges are public 2-year open admissions colleges. 48.2% of Groton residents, 44.3% of New Londoners, and 38.7% of Norwich residents defined a community college as a public 2-year college while 9.5% of New Londoners, 5.0% of Groton residents and 13.6% of Norwich residents said that community colleges are public 4-year colleges.

Among respondents with different educational levels, only 3.7% of those with an eighth-grade education or less were aware of what a community college is. 29.3% of this group responded that a community college is a public 2-year college, 19.5% responded public 4-year college, and 39.0% were undecided. Awareness increased with education, peaking with respondents with some college experience. Of this group, 44.3% knew that community colleges are public 2-year open admissions colleges, and 40.6% said public 2-year college. However, among 4-year college graduates, only 36.3% were aware of the definition of a community college, and 42.2% said that community colleges are public 2-year colleges.

#42 When asked, What would you estimate the cost to be of enrolling in a full-time degree program at Mohegan Community College or any other community college in Connecituct?, 42.7% of all respondents did not know and 1.6% gave no response. Of those who did give an estimate, 0.8% said no cost, 3.0% said between 0 and $150, 19.6% said between $150 and $350, 7.7% said $350-$550, and 14.6% felt that the cost would be higher than $550.

The respondents estimates grouped by the 39 demographic variables did not vary greatly. The bulk of the estimates fell between $150-$350 and $350-$550, however, differences were noted among respondents of different racial backgrounds and educational levels.

	$150-$350	$350-$550	$550+	Don't Know
Eighth grade or less	11.0%	4.9%	8.5%	70.7%
Some High shcool	13.6%	8.8%	13.6%	58.4%
High school diploma	17.6%	19.2%	15.5%	42.0%
Some college	25.0%	23.4%	18.8%	27.6%
College graduate	30.4%	22.2%	10.4%	34.1%

	$150-$350	$350-$550	$550-	Don't Know
White	19.9%	18.5%	14.5%	42.2%
Black	7.3%	4.9%	22.0%	58.5%
Other	35.3%	5.9%	5.9%	41.2%

#43 Since a community college is a public open admission two-year college, all that is required for enrollment is a completed application. This form records the background information of the applicant such as birthdate, address, high school attended, and the year of graduation. A high school diploma is not a requirement, however. It is possible for an applicant's life experience to compensate for the lack of a high school diploma. It is also possible to enroll at a community college and concurrently fulfill the requirements of the general high school equivalency diploma. Awareness of these policies was necessary to answer the question, Which of the following (five possible responses) is necessary for enrollment at Mohegan Community College or any other community college? The choices were:

1. Birth certificate
2. Evidence of residence
3. High school diploma/transcript
4. Letter of reference
5. None of the above
0. No response

The response demonstrating the greatest awareness was "none of the above."

Of the whole sample, 4.2% responded "birth certificate", 8.0% said "evidence of residence", 65.4% responded "high school diploma/transcript", 0.9% said "letter of reference", 7.2% said "none of the above", and 14.3% gave no response.

Throughout the demographic variables, the largest percentage of respondents felt a high school diploma/transcript was necessary for enrollment. For example, 65.5% urban, 64.2% suburban, and 77.3% rural residents responded that a high school diploma/transcript was required. There was no distinction between the sexes regarding the requirements for enrollment at a community college. Both males and females responded that a high school diploma or transcript was necessary; 61.6% and 67.2% respectively.

Similarly, 65.4% of all White respondents, 73,2% of all Blacks, and 58.8% of those grouped as "Other" chose the same response. The majority of each racial group believed that a high school diploma/transcript was necessary for enrollment at a community college.

Among respondents of different educational backgrounds, selection of the choice "high school diploma/transcript" increased as educational levels increased. Percentages ranged from 54.9% of those with an eighth-grade education or less to 71.1% of all 4-year college graduates. However, 11.9% of all college graduates were aware of the fact that nothing was required to enroll at a community college, whereas none of all respondents completing the eighth-grade or less gave this response.

#44 Some educational institutions in Southeastern Connecticut allow students to attend on a part-time basis. It is also possible to receive a degree as a part-time student of a two-year college. Respondents were asked to agree or disagree with the statement, <u>You can receive a two-year degree in this area by attending on a part-time basis</u>. Of the whole sample, 80.3% of all respondents agreed, 7.2% disagreed, 11.2% did not know, and 1.3% gave no response.

Although 79.0% of all urban dwellers, 82.1% of suburbanites, and 81.8% of rural residents agreed with this statement, there were differences among the percentage who disagreed. 10.0% of all urban, 3.9% of all suburban, and 6.8% of all rural residents disagreed.

There were almost no differences between the responses of males and females; 80.2% of all males and 81.0% of all females agreed. Difference in response were more apparent among the three racial groups. Although 81.1% of all Whites and 80.5% of all Blacks agreed with this statement, only 62.5% of those grouped as "Other" were aware of the fact that you can receive a two-year college degree by attending on a part-time basis.

Among respondents of different educational backgrounds, differences in awareness can be seen in the following chart:

EDUCATIONAL LEVEL	AGREE	DISAGREE	DON'T KNOW
8th grade	63.4%	11.0%	23.2%
Some high school	67.7%	12.1%	18.2%
High school diploma	83.5%	6.4%	9.7%
Some college	88.5%	4.7%	6.8%
College graduates	85.9%	6.7%	7.4%

#45 Respondents were asked to agree or disagree with the statement, Certain courses of study at a two-year community, junior or technical college are designed to lead to educational programs at a four-year institution such as the University of Connecticut. Of the whole sample, 79.7% were aware of the fact that some two-year programs are designed to lead to programs at a four-year institution, 5.9% disagreed, 13.1% did not know, and 1.3% gave no response.

Although there were no major differences among the urban, suburban, and rural respondents, there were differences among opinions of the urban residents. Of Groton residents, 85.6% agreed, 5.8% disagreed, and 8.6% did not know. Among New Londoners, 80.4% agreed, 5.7% disagreed, and 12.0% did not know. However, among Norwich residents, 73.4% agreed, 7.0% disagreed and 18.6% did not know.

A larger percent of female respondents (14.6%) did not know that certain courses of study at a two-year program lead to programs at a four-year institution, as opposed to 9.7% of all male respondents. Of all males, 80.6% agreed, and 79.7% of all females agreed.

80.2% of White respondents and 81.0% of all Black respondents agreed with the statement, while only 58.5% of those classified as "Other" did. A large percentage, 23.5% of the "Others ", responded that they did not know, while 13.3% of all Whites, and 7.1% of all Blacks did not know.

Respondents with a higher level of education were generally more aware of the fact that certain courses of study at a two-year college are designed to lead to educational programs at a four-year institution. This relationship can best be seen in the following chart:

EDUCATION	AGREE	DISAGREE	DON'T KNOW
8th grade or less	46.3%	8.5%	42.7%
Some high school	64.3%	8.7%	24.6%
High school diploma/transcript	83.0%	5.2%	10.8%
Some college	91.7%	3.6%	4.7%
College graduate	90.4%	6.7%	3.0%

#46 It is now a state law that all schools have to make provision for handicapped students. Respondents were asked to agree or disagree with the statement, Schools will make special arrangements to enable handicapped persons to attend educational programs. Of the whole sample, 89.6% agreed, 1.7% disagreed, 9.7% did not know and 1.0% gave no response. This question was not cross-tabulated with the 39 demographic variables.

#47 College-level examinations or CLEP tests are designed to give students who are already knowledgable in certain areas a chance to receive undergraduate credit without taking the course. 70.8% of the whole sample agreed with the statement, There are tests you can take to receive college credits. Of the remaining respondents, 8.2% disagreed, 19.7% did not know and 1.2% gave no response.

By area, 69.6% of all urban respondents, 73.5% of all suburban respondents, and 63.6% of all rural respondents agreed that there were tests to take to obtain college credit. 8.1% of the urban respondents and 8.1% of the suburban disagreed, while 11.4% of all rural respondents disagreed.

Differences between the responses of the males and the females interviewed were samll. Of all males, 69.3% agreed and 10.1% disagreed. Of all females, 72.1% agreed and 7.6% disagreed with the statement that there are tests to take to obtain college credit.

Racial differences did not influence the percentages of respondents agreeing with the statement regarding the CLEP tests. 71.4% of all White respondents, 69.0% of all Black and 70.6% of those grouped as "Other" agreed. Differences do appear among respondents who either disagreed or did not know. Of all White respondents, 8.0% disagreed and 20.1% did not know. Among Blacks, 14.3% disagreed and 11.9% did not know. Of those classified as "Other," 5.9% disagreed and 17.6% did not know whether there were tests to take to obtain college credit.

As the educational level of the respondents increased, so did the percentage of those who agreed that there are tests you can take to obtain college credit:

EDUCATIONAL LEVEL	AGREE	DISAGREE	DON'T KNOW
Eighth-grade	62.2%	9.8%	25.6%
Some high school	63.5%	8.7%	26.2%
High school graduate	65.7%	9.2%	24.6%
Some college	81.8%	6.8%	11.5%
College graduate	87.3%	6.7%	6.0%

#48 Awareness of existing counseling services was checked. The Southeastern Connecticut Regional Counseling Center, located in New London, offers free educational counseling to adults. Interviewees were asked, Have you ever heard of the Regional Counseling Center and is it located in Norwich, New London, or Groton? Of all those sampled, 53.5% responded that they had never heard of it. 24.4% of the respondents replied that they did not know the location of the counseling center. This figure, along with the 53.5% of the total sample who had never heard of the center, represents 77.9% of the respondents who were unfamiliar with the Regional Counseling Center. Of the remaining respondents, 9.8% had heard of the center and knew it was in New London. 9.2% of the sample thought it was located in Norwich, and 1.7% thought it was in Groton. Of the respondents residing in New London, 52.9% had never heard of the center, while 51.1% from Groton and 50.3% from Norwich had never heard of it.

Differences between the responses of males and females were slight. Of the males interviewed, 8.2% said New London was the location of the Regional Counseling Center, while 10.5% of the females said New London. 54.1% of the males had never heard of it and 53.7% of the females had never heard of it.

Responses of White, Black, and the group termed "Other" show variations. 9.8% of White respondents said the Counseling Center was located in New London, while 53.4% had never heard of it and 25.1% did not know the location. Of all Black respondents, 7.1% said the Regional Counseling Center was in New London, 59.5% had never heard of it, and 21.4% did not know its location. Among the group of respondents termed "Other," 17.6% said the center was loated in New London, while 58.8% had never heard of it, and only 5.9% said they didn't know the location of the center.

Differences among the age groups can be seen as follows:

AGE	HAVE NEVER HEARD OF THE CENTER	NEW LONDON
17-21	59.6%	6.7%
22-24	57.7%	15.5%
25-34	52.1%	14.2%
35-44	48.4%	9.6%
45-54	44.6%	8.0%
55-64	58.9%	7.3%
65 and older	62.2%	4.2%

Among the employed, 11.5% replied that the Regional Counseling Center was located in New London, while 8.6% of the unemployed gave this response. 49.4% of the employed had never heard of the center, while 57.2% of the unemployed had never heard of it.

#49 Respondents were then asked, What would you estimate the cost of adult educational counseling to be? (services offered at the Regional Counseling Center are free). The majority of respondents, 62.5%, chose not to attempt to estimate, and instead replied that they did not know the cost. 15.2% of the respondents felt that there was a fee involved, and responses ranged from $10.00 to $50.00 per hour. 20.0% of the respondents replied that "no cost" was involved.

Differences among the responses of urban, suburban and rural respondents who stated that "no cost" was involved are as follows:

AREA	NO COST
Urban	20.7%
Suburban	18.3%
Rural	29.5%

Responses of males and females were very similar. 17.2% of the males interviewed responded that no cost was involved in adult educational counseling and 64.2% did not know the cost. 21.3% of the females said "no cost" was involved, and 62.6% did not know the cost.

Responses of the different racial groups are as follows:

RACE	NO COST	DON'T KNOW
White	20.7%	63.1%
Black	7.1%	61.9%
Other	23.5%	58.8%

Differences among the employed and unemployed respondents are the following:

	NO COST	DON'T KNOW
Employed	24.1%	61.0%
Unemployed	17.2%	64.7%

Differences among respondents of different o-cupations were not large. The military as a group were more aware of the fact that it is possible to receive free adult educational counseling. 33.3% of this group said that no cost was involved, and only 33.3% did not know the cost, as compared to 62.5% of the whole sample who stated that they did not know the cost.

Respondents were asked which educational programs were being offered within 15 minutes of their homes. Although it cannot be determined whether respondents' answers were right or wrong, their responses reflect their impressions of what is available in their own communities. Eleven categories of educational programs were covered in questions 50 - 60, which represent the wide range of programs available in Southeastern Connecticut.

#50 When asked if "Basic skills such as reading, writing, and math" were being offered within 15 minutes of their homes, 78.1% of all respondents said "yes," 7.1% said "no," 12.7% were not sure, and 2.0% had "no response." This category, along with the next one, was not cross-tabulated with the specific areas of Southeastern Connecticut.

#51 The next educational category was "a program for earning a high school diploma." Of the whole sample, 80.4% believed that this program was being offered, and 6.0% did not. Of the remaining respondents, 12.2% were not sure and 1.4% gave no response.

#52 Respondents were then asked if "Occupational or vocational skill programs" were being offered within 15 minutes of their homes. 65.1% of all respondents said "yes," 14.4% said "no," 19.0% were not sure, and 1.5% had no response.

By area, 74.8% of urbanites, 56.1% of suburbanites, and 40.9% of all rural residents believed that there were occupational or vocational programs within 15 minutes of their homes. It is important to note that 5.8% of urban residents said "no," while 20.8% of suburban residents and 47.7% of rural residents said "no."

#53 The next subject area was "college courses for credit." Again the majority of all respondents, 71.6%, felt that college courses were available. 17.8% of all respondents said "no," and 9.1% did not know. By area, a large percentage of urban residents said that these programs were being offered within fifteen minutes of their homes.

AREA	YES	NO	DON'T KNOW
urban	85.7%	5.4%	7.7%
suburban	59.1%	27.7%	11.1%
rural	31.8%	59.1%	6.8%

#54 Another educational category was "new hobbies, such as crafts or photography." 80.0% of all respondents believed that these courses were available within fifteen minutes of their homes, 6.4% said no, and 11.9% did not

know. Differences by area were as follows: among urban residents, 83.2% said "yes", and 3.6% said "no"; of all suburbanites 78.9% said "yes", and 6.5% said "no"; and among rural residents 54.5% said "yes", and 36.4% said "no".

#55 "Improving personal living skills, such as home maintenance, tax information, or parenting/child care" was isolated as a group of courses. Although it is still a majority, only 66.5% of all respondents said that these programs were available within 15 minutes of their homes. Of the remaining respondents, 11.0% said "no", 20.8% were "not sure", and 1.6% gave no response. Area differences were: 72.1% of all urbanites, 61.9% of all suburbanites, and 47.7% of all rural residents saying "yes"; and 6.5%, 13.2% and 40.9%, respectively, saying "no". Urban and suburban did not know if these courses were available at a rate twice that of rural residents.

AREA	DON'T KNOW
Urban	20.2%
Suburban	22.9%
Rural	9.1%

#56 The category of courses "English as a second language" was not cross-tabulated with the different areas of the region. However, of the whole sample, 58.3% said these courses were available within 15 minutes of their homes, while 12.2% said "no", 27.6% were not sure, and 1.8% had no response.

#57 "Citizen preparation", the next category, was also not cross-tabulated. The results of the whole sample were: 50.4% responding "yes" and 10.8% responding that these programs were not available within 15 minutes of their homes. Of the remaining respondents, 36.9% were not sure, and 1.9% had no response.

#58 "Continuing education programs for career development", which includes advanced training and graduate courses, was perceived by respondents as the least available program within 15 minutes of their homes. Of the whole sample, only 50.0% said "yes", while 18.3% said "no", 29.8% were not sure, and 2.0% gave no response. By area, 58.1% of all urban residents, 42.5% of all suburban, and 31.8% of all rural residents said these programs were offered within 15 minutes of their homes. 8.3% of urban residents, 26.6% of suburbanites, and 50.0% of all rural residents said "no".

#59 Although college credit courses have already been discussed, it was felt that "College courses which can be taken on a non-credit or pass-fail basis

were a separate category". Of the whole sample, 53.8% said these courses were being offered within 15 minutes of their homes, while 16.1% said "no", 27.9% were not sure, and 2.2% gave no response. A large difference can be seen among residents of the different areas. 63.5% of urban respondents said "yes", as opposed to 45.3% of suburban respondents and 25.0% of rural respondents. Among urban respondents, 5.0% said "no", while 24.7% of suburbanites, and 56.8% of rural respondents said "no".

#60 The final category was "Cultural enrichment programs". 68.7% of all respondents believed that theses courses were being offered within 15 minutes of their homes, while 10.3% said "no", 18.2% were not sure, and 2.9% gave no response. Differences among areas were as follows:

AREA	YES	NO	DON'T KNOW
Urban	74.2%	6.0%	17.5%
Suburban	65.3%	11.8%	19.4%
Rural	40.9%	43.2%	13.6%

#61 Question #61 of the questionnaire asked respondents to choose from eight possible responses "the least available educational opportunity in this region". Of the whole sample, 38.1% of all respondents did not know which of the 6 listed programs was the least available, 21.0% selected job training courses, 11.4% chose personal interest or entertainment programs, 9.9% selected continuing education for career development, 9.2% chose occupational and vocational training, 4.2% chose courses for college credit, 2.8% selected adult basic education, and 3.4% had no response.

Throughout the demographic variables, the response of "don't know" remained the largest percentage answer. It was followed by on-the-job training in every instance except in the group of college graduates and those with some high school experience but no diploma. College graduates responded "don't know" at a rate of 30.4% and chose continuing education for career development at a rate of 23.4%. Those with some high-school experience responded "don't know" at a rate of 40.5% and chose personal interest or entertainment courses at a rate of 17.5%. For both groups, on-the-job training remained the 3rd choice at 17.0% of college graduates and 15.9% of those with some high school.

#62 Question #62 of the survey was designed to determine "which educational opportunity in the region was the most available", in the opinion of the respondents. The possible responses were the same as those in question #61. Again, the largest response for the whole sample, 32.2%, was "don't know". Of all the respondents, 30.2% noted courses for college credit, 17.4% stated basic adult education, 7.7% noted vocational and occupational programs, 4.2% noted personal interest or entertainment programs, 3.4% said job training courses, 3.4% had no response and 1.5% stated

that continuing education for career development was the most available educational opportunity.

Responses among different demographic groups remained fairly similar to the whole sample mean, with courses for college credit noted as the most available educational opportunity. Within the age variable, however, the percent answering "don't know" among the group 65 years old and older (58.3%) was much higher than the average 32.2% of the whole sample. The second response among those 65 and older again reflected that courses for college credit were thought to be the most available opportunity, at 20.0%.

As educational levels among the respondents increase, the percents responding "don't know" decrease and percentages responding "courses for college credit" increase. Of those with an 8th-grade education or less, 57.3% responded "don't know", and 23.2% noted "courses for college credit" as the most available opportunity. Among respondents with a high-school diploma, 31.5% noted "don't know" and 28.9% noted "courses for college credit". Of college graduates, 20.0% responded "don't know", and 43.0% said college credit courses. As with the whole sample, when a particular program was mentioned as being the most available educational opportunity, college credit courses was the choice.

Another objective of the survey was to find out whether existing programs are sufficiently publicized, and to determine the most effective methods of bringing information to the public.

#63 Interviewees were asked "if they felt the educational programs for adults in Southeastern Connecticut were well publicized". Responses for the whole sample were: 52.8% responded "yes", 41.6% responded "no", and 5.6% had no response.

Breaking down these responses into urban, suburban, and rural areas, there appears to be greater dissatisfaction with current publicity in the suburban and rural areas. The majority of respondents from urban areas responded "yes" (58.9%), while 36.9% said "no", and 4.2% made no response.

Opinions from suburban residents were fairly equal in terms of "yes" and "no" responses: "yes" said 47.3% and 45.9% said "no" and 6.7% had no response.

In rural areas, however, the majority of responses were: 38.6% said "yes", 54.5% said "no", while 6.8% did not respond.

Responses broken down further into the three cities of Norwich, New London, and Groton revealed that the highest percentage of people answering favorably about publicity of programs were from the city of Norwich.

where responses were:

AREA	YES	NO	NO RESPONSE
Groton	57.6%	38.1%	4.3%
New London	53.8%	42.4%	3.8%
Norwich	63.8%	31.7%	4.5%
Other Towns	46.5%	46.7%	6.7%

There were slight differences between the responses of males and females. 53.7% of all males interviewed thought educational programs are well publicized, while 52.8% of all females gave this same response. 40.7% of all males were dissatisfied with publicity, and 42.3% of all females were dissatisfied.

#64 Respondents were then asked "from what sources they had received most of their information about educational programs for adults". Two responses were asked for. 58.3% of the whole sample reported that the newspaper was their first or major source of information about educational programs in the area. Other sources received fewer responses:

1. Employer - 3.4%
2. Booklets/Posters - 5.6%
3. Newspaper
4. Radio - 2.3%
5. Television - 2.5%
6. Telephone - 1.1%
7. Mail - 4.1%
8. Counselor/Admissions - 3.5%
9. School Catalogue - 3.2%
10. Teachers - 2.0%

The category labeled "other" was chosen by 5.7% of the sample. 4.8% of the sample replied that they had "never received any information" regarding educational programs.

Breaking the responses down by areas, "newspaper" was again the main source of information. 60.9% from urban areas, 55.1% from suburban areas, and 63.6% from rural areas chose the newspaper as their major informational resource.

The newspaper was the most frequent choice among both males (56.2%) and females (59.7%). The only group where "newspaper" did not appear as the most frequent response was the military, where only 20.0% said the newspaper was the major informational source. The most frequent response among the military was "employer" (53.3%).

Respondents were then asked what their second source of information was. The most frequent response for the second choice was "no response", (38.7%). This tends to reinforce the newspaper as the major source of information. Other second sources of information were "radio" (13.9%), "mail" (8.9%), "TV" (7.3%); all others were chosen by fewer than 7.0% of the remaining respondents.

Among Whites, Blacks, and the respondents classified as "Other", again the newspaper was the major source of information. 59.1% of all White respondents, 50.0% of all Black respondents, and 52.9% of all "Other" respondents gave this response.

The majority of the employed replied that the newspaper was their major informational source (55.8%), as did the unemployed (40.9%).

It may be noted that the preference for seeking information from counselors or admission staffs was highest among respondents (aged 17-21) where 16.9% gave this response as their preference, as compared to other age groups. For example, among persons aged 55-64, 0.8% gave the response that they would prefer to receive information about educational programs from counselors.

Of the 4.8% of the whole sample who had never received any information regarding educational programs in Southeastern Connecticut, 16.0% were respondents with an eighth-grade education or less. Of those who had attended high school, but received no diploma, 8.0% had never received any information. This can be contrasted with graduates of high school and college: 4.3% of high school graduates and 2.2% of all college graduates replied that they had never received any information.

This response also appeared more frequently among older people. That is, 10.9% of persons aged 65 and older had not received any information, and 7.4% of the retirees had not received information.

Responses of those persons answering question #66, which asked, "How likely is it that you will enroll in an educational program within the next year?" with the reply of either "Certain" or "Possibly" were cross-tabulated with the question "Where have you received most of your information about educational programs?" Of those people responding that their information came from counselors, 64.7% said they were certain to enroll; 64.5% of those respondents who have received information from school catalogues said they were certain to enroll; and 31.6% of those receiving information from teachers said they were certain to enroll. Persons who received their information from other sources such as radio or the mail were less likely to enroll.

#65 In the following section, respondents were given the opportunity to mention factors which might prevent them from continuing their learning activities. A list of 15 problems was supplied and two responses were recorded. The chart below shows the frequency recorded for each factor (first response).

RESPONSES	FREQUENCIES
Child care problems	14.1%
Cost of program	7.2%
Programs available don't meet my needs	6.2%
Lack of confidence in my ability	2.1%
Transportation problem	1.6%
Health problems	2.2%
Amount of work required	1.4%
Family (home) responsibilities	8.1%
Lack of instruction in my native language	0.3%
Lack of information about programs	2.4%
Time programs are offered	4.2%
Friend or family doesn't like the idea	0.1%
Afraid I'm too old to begin	2.4%
I've been away from school for too long	1.5%
None of the above prevent my taking part in continued learning activities	18.0%
Not interested in continued learning activities	29.3%
No response	1.0%

By area, the highest percentages of responses were "not interested" and "none of the above ".

AREA	NOT INTERESTED	NONE OF THE ABOVE
URBAN	28.2%	16.9%
SUBURBAN	30.7%	19.4%
RURAL	25.0%	15.9%

Of the specific problems, respondents from all three areas mentioned the same factors, child care and family responsibilities, most frequently.

AREA	CHILD CARE	FAMILY RESPONSIBILITIES
URBAN	13.9%	8.1%
SUBURBAN	14.1%	7.2%
RURAL	15.9%	9.1%

Although "not interested" and "none of the above" remained high, selection of specific problems differed among other demographic groups. 8.6% of all males cited "time programs are offered" and 7.2% of all males noted the "cost of programs" as their main problems. Females, however,

selected child care (14.6%) and family responsibilities (9.7%) as their main problems.

Major problems among the racial groups differed. The first two choices for White respondents were "child care problems" and "family responsibilities" at percentages of 14.3% and 7.4%. Among Blacks, 14.3% chose "cost of programs" and 11.3% note child care as obstacles. Of those classified racially as "Other," 17.6% noted "family responsibilities" as their major problem. The second choice obstacle was equally split among four problems with 11.8% choosing child care, 11.8% noting the lack of instruction in their native language and 11.8% choosing lack of information about program and 11.8%, programs don't meet needs.

The response "not interested in continuing my learning activities" increased with the age of the respondent, ranging from a low of 5.6% of those aged 17-21 to 70.8% of those aged 65 and older. The major problems among the specific age groups were as follows:

AGE	OBSTACLES	
17-21	child care	9.0%
	cost	20.2%
22-24	child care	23.9%
	cost	9.1%
	programs available do not meet my needs	9.1%
25-34	child care	11.0%
	family responsibilities	12.1%
35-44	child care	14.9%
	family responsibilities	11.2%
45-54	family responsibilities	10.7%
	cost	8.0%
55-64	health	5.6%
	too old to begin	4.0%
65 and over	too old to begin	10.6%
	health	4.2%

As educational level increases the percent of respondents not interested in continuing their learning activities decreases, with only slight variations. Responses ranged from 57.3% of all respondents with an eighth-grade education or less to 16.3% of all college graduates. 34.1% of all 4-year college graduates said that none of the listed problems was an obstacle. The major problem cited by each group was:

EDUCATIONAL LEVEL	OBSTACLE	FREQUENCY
Eighth grade or less -	Too old to begin	9.8%
Some high school, no diploma -	Family responsib.	10.3%
High school diploma -	Child care	19.5%
Some college, no diploma -	Child care	13.5%
4 year college graduate -	Child care	10.4%
	Programs avail. don't meet my needs	10.4%

Among respondents who were currently enrolled, 14.7% said "cost of program" was their major problem, 48.5% said "none of the above," and 5.1% were not interested in continuing their learning.

Of all employed respondents, 9.1% noted "time programs are offered" as their major problem while only 0.4% of the unemployed chose this response. The major obstacle for the unemployed was child care (19.4%), while only 7.5% of the employed cited this as an obstacle.

The following chart illustrates the obstacles noted by the respondents, broken down by occupation:

OCCUPATIONAL LEVEL	OBSTACLE	FREQUENCY
Professional/Semi Pro.	Not interested	25.1%
	None of the above	30.7%
	Child care	7.9%
Skilled	Not interested	36.6%
	None of the above	14.1%
	Cost of programs	8.5%
Semi-Skilled	Not interested	27.1%
	None of the above	17.1%
	Child care	11.2%
Unskilled	Not interested	46.2%
	Child care	15.4%
	Family responsib.	9.6%
Military	Time of programs	33.3%
	Cost of programs	13.3%
	Family responsib.	13.3%
	Not interested	13.3%
	None of the above	13.3%

OCCUPATIONAL LEVEL	OBSTACLE	FREQUENCY
Homemaker	Not interested	30.4%
	Child care	26.9%
	Family responsib.	11.9%

Although the response "not interested" remained the highest percent within both income groups, the major obstacles differed. Among those whose income was above $6000/yr., 16.1% chose "child care" as their major problem, while only 10.8% of those whose income was below $6000/yr. gave that response. The major problem for this group was "cost of programs"; 12.2% as opposed to 6.5% of those earning above $6000/yr. noted this as an obstacle to continuing their learning.

The most frequent response to this question was "no response ". (61.1% of the whole sample gave no second response).

In the following section, the whole sample represents only those respondents who expressed an interest in continuing their learning activities. It does not include the 29.3% of the respondents who selected the response "not interested in continuing my learning" to question #65.

Questions 66-82 deal with the personal preferences of respondents regarding their future participation in educational programs. This includes details of scheduling, location, travel, time, and financial concerns.

#66 When asked, "How likely is it that you will enroll in an educational program within the next year?" 17.7% of all respondents said "certain," 22.1% said "possibly," 27.7% said it was "not likely," and 32.5% of all interviewees gave no response. By area, 20.2% of all urban residents replied "certain," 22.4% said "possibly," and 26.7% said it was "not likely." The likelihood of attending educational programs decreased with both suburban and rural residents. 15.6% of all suburbanites said "certain," 21.9% said "possibly," and 28.1% said it was "not likely." Of all rural respondents, 11.4% said "certain," 20.5% said "possibly," and 36.4% said it was "not likely." Among the urban respondents, 14.6% of all Norwich residents were certain to enroll and 24.6% said it was likely. Groton and New London residents were more likely to enroll, with 21.7% and 25.9%, respectively, stating that enrollment was certain.

Although 21.3% of male respondents were certain to enroll in an educational program, 17.9% said it was possible, and 23.1% said it was not likely that they would enroll. Females, however, responded differently, with 16.5% saying it was certain, 23.7% saying possibly, and 29.5% noting that it was not likely that they would enroll within the next year.

The likelihood of enrolling in an educational program differed among the racial categories. 17.3% of all Whites, 28.6% of all Blacks, and 18.8% of those grouped as "Other" were certain to enroll. 22.3% of all Whites, 16.7% of all Blacks and 31.3% of those classified as "Other" said it was likely that they would enroll.

The likelihood of enrolling in an educational program decreased with the age of respondents. This is illustrated in the following chart:

AGE	CERTAIN	POSSIBLY
17-21	56.8%	23.9%
22-24	31.0%	33.8%
25-34	21.5%	31.9%
35-44	15.3%	24.5%
45-54	6.3%	24.3%
55-64	6.3%	8.7%
65-older	3.3%	2.5%

The educational level of respondents appeared to be connected with the likelihood of enrollment. Only 2.9% of those with an eighth-grade education or less were certain to enroll, as opposed to 20.0% of those with some high school but no diploma. 1.4% of those with an eighth-grade education or less and 16.0% of those with some high school said it was possible. Although respondents with a high school diploma answered "certain" less frequently (12.1%) than those without a diploma, 23.9% said it was possible. Of those with some college, 29.2% were certain to enroll and 30.7% said it was possible. College graduates were less likely to enroll,with 25.9% responding certain and 22.2% saying it was possible.

The employed respondents were more likely to enroll than the unemployed respondents, with 24.2% of the employed saying they were certain to enroll and 28.2% saying it was possible. Of the unemployed, 12.8% were certain to enroll and 17.6% said it was possible that they would enroll within the next year.

Among the different occupations, those who were professionally or semi-professionally employed were more likely to enroll in an educational program with 22.9% saying it was certain and 25.7% saying it was possible. The unskilled were the least likely to enroll, with 7.7% saying it was certain and 21.2% saying it was possible. Of the military group, 21.4% were certain to enroll and 35.7% said it was possible. Only 9.6% of all homemakers were certain to enroll and 17.9% said it was possible that they would.

By income level, 20.3% of those with an income below $6000/yr. were certain to enroll, while 12.2% said it was possible. Of those with a yearly income above $6000, only 17.8% were certain to enroll and 25.2% said it was possible.

#67 Recognition for the completion of an educational program is important to many students. When asked "What kind of recognition would you like to receive for an educational program?", only 8.7% of the whole sample said "nothing." 14.1% of all respondents said they would like a certificate of satisfactory completion, and 5.9% said they would prefer getting credit toward a high school diploma. Of the whole sample, 9.4% chose the response "credit toward a skill certificate or license," 8.3% said credit toward a two-year college degree, 11.7% said credit toward a four-year college degree, and 7.7% wanted credit toward an advanced degree. 34.1% of all respondents gave no response and 0.8% said something other than the above choices.

#68 - #74 Respondents were given the opportunity to note the days of the week that might be the most convenient for them to attend classes. Saturday and Sunday were the least preferred days, with only 8.9% and 6.4% of all respondents selecting these days. Respondents were allowed to check one or more days that would be convenient. Below is the chart responses:

DAYS OF WEEK	YES	NO	NOT SURE	NO RESPONSE
Monday	47.8%	10.0%	7.6%	34.6%
Tuesday	48.4%	9.2%	7.9%	34.5%
Wednesday	47.7%	9.9%	7.7%	34.7%
Thursday	47.2%	10.4%	8.0%	34.4%
Friday	42.6%	15.1%	7.8%	34.5%

#75 - #79 Respondents were than asked, "What time of the day might be the most convenient for you to attend an educational program for adults?" The choices were Morning, Afternoon, Early Evening, After 9 p.m., and Swing Shift. The chart below indicates a preference for morning and early evening classes:

TIME OF DAY	YES	NO	NOT SURE	NO RESPONSE
Morning	32.0%	28.6%	4.7%	34.6%
Afternoon	21.1%	39.4%	4.8%	34.6%
Early Evening	34.9%	26.4%	4.4%	34.3%
After 9 p.m.	3.6%	57.5%	4.1%	34.8%
Swing Shift	3.9%	56.9%	3.8%	35.4%

Of the 39.8% of all respondents who would either certainly or possibly enroll in an educational program within the next year, the preference for weekdays and morning or evening courses remained. The preferences for the most convenient days for this group were as follows:

DAY OF WEEK	YES
Monday	77.8%
Tuesday	77.9%
Wednesday	79.1%
Thursday	79.3%
Friday	70.5%
Saturday	16.0%
Sunday	11.4%

The most convenient times of the day for those likely to enroll were:

TIME	YES
Morning	52.7%
Afternoon	36.2%
Early Evening	57.6%
After 9 p.m.	5.9%
Swing Shift	5.9%

#80 Respondents were asked, "If you were to enroll in an educational program for adults, where would you most like it to be held?" 8.3% of the whole sample had no preference, 32.8% gave no response, and 1.3% noted some place other than the seven locations mentioned in the questionnaire. 20.3% of the whole sample chose a college campus, 19.7% said the closest public school, 2.7% said a public building, 0.9% said a their place of employment, 5.3% said in their neighborhood, 7.3% said a community college campus, and 1.3% said that they would like to attend classes at a library.

By area, the most preferred locations remained the college campus and the closest public school. 20.5% of all urbanites chose the college campus, 18.1% preferred the closest public school, and 31.4% gave no response. 20.8% of all suburbanites noted preference for the college campus, 21.3% chose the closest public school, and 33.8% gave no response. Only 13.6% of all rural residents preferred the college campus, while 20.5% chose the closest public school, and 38.6% gave no response.

Within the urban areas, 29.5% of the Groton residents preferred to attend classes at the closest public school, while 19.4% chose a college campus as the preferred location for their continued study. Of all New Londoners, 32.7% chose the college campus and 13.2% preferred the closest public school. However, in Norwich, the most preferred location was the community college campus, at a rate of 15.1%, while 14.1% selected the closest public school.

The two locations most preferred by both males and females were the college campus and the closest public school. However, 22.4% of all males chose the college campus and 15.3% selected the closest public school. Among females, 19.5% chose the college cmapus while 21.4% chose the closest public school.

Among the racial groups, the locations most preferred remained the college campus and the closest public school. The college campus was preferred by 19.8% of all White respondents, 26.8% of all Black respondents, and 35.3% of those classified as "Other." The closest public school was selected by 19.4% of all Whites, 26.8% of all Blacks, and 23.5% of those grouped as "Other."

Although differences in the ages of respondents altered the first and second choices, the two preferred locations for educational programs for adults remained the college campus and the closest public school

AGE	COLLEGE CAMPUS	PUBLIC SCHOOL
17-21	33.7%	22.5%
22-24	40.3%	23.6%
25-34	27.5%	24.4%
35-44	17.1%	21.9%
45-54	15.2%	22.3%
55-64	11.1%	12.7%
65 and older	30.3%	7.5%

The percentage of the age group giving no response to this question increased with age. Only 6.7% of those aged 17-21 gave no response, while 82.5% of those aged 65 and older gave no response.

As the educational level of respondents increased, the preference for attending classes at a college campus increased. Only 1.2% of those respondents completing the eighth-grade or less preferred the college campus, while 10.4% of those with some high school, 15.9% of all high school graduates, 33.3% of those with some college and 38.5% of college graduates preferred the college campus. 9.8% of those with an eighth-grade education or less preferred the closest public school, as did 28.8% of those with some high school, 20.4% of all high school graduates, 18.8% of those with some college and 17.8% of all college graduates. Of those with an eighth-grade education or less, 70.7% gave no response and 9.8% preferred programs to be held in their neighborhoods. Of those respondents who were currently enrolled, 50.4% preferred the college campus and 18.5% noted the closest public school as their preferred location for educational programs to be held.

Among the employed, 27.5% preferred the location of the college campus, 19.1% chose the closest public school and 21.4% gave no response. Only 14.8% of the unemployed preferred the college campus, 20.4% chose the closest public school as the preferred location for educational programs and 41.3% gave no response.

The responses among the different occupational groups were as follows:

	COLLEGE	PUBLIC SCHOOL	NO RESPONSE
Professionals	27.9%	18.1%	25.1%
Skilled	17.6%	14.8%	40.1%
Semi-Skilled	21.9%	18.3%	30.2%
Unskilled	11.3%	18.9%	54.7%
Homemaker	14.7%	23.7%	34.6%

Among the military, 26.7% noted a preference for the location of educational programs at the closest public school and only 20.0% gave no response. However, 13.3% of the military preferred the college campus, 13.3% selected the community college, 13.3% had no preference and 13.3% selected a location other than the selections given in the questionnaire.

Of those respondents with an income below $6,000 a year, 13.7% preferred a college campus and 16.4% stated that they preferred the closest public school as the location for adult educational programs; 45.2% gave no response. Of those with an income above $6,000 a year, 21.7% preferred the college campus, 20.4% chose the closest public school, and 28.9% gave no response.

#81 An important factor affecting attendance of educational programs is the actual travel time involved. Respondents were asked, "How much time would you be willing to spend traveling to attend classes?" The largest percentage of respondents, 38.3%, said they would travel 15-30 minutes. Of the whole sample, 13.7% said they would travel up to 15 minutes, 9.8% said they would travel 30-45 minutes, 3.1% would travel up to an hour and 1.3% would travel over an hour to attend classes; 33.8% of the sample gave no response, and 0.8% did not know.

#82 The financial aspects of education for adults cannot be ignored. When asked, "Where would you first go to obtain information about financial aid for educational purposes?" 31.1% of all respondents said they would inquire at the school they wished to attend. 10.3% of all respondents said they would go to a bank, 1.1% would go to the welfare department, 6.8% would go to the Regional Counseling Center, 1.8% would ask high school counselors, and 3.9% noted something other than the above selections. Of the whole sample, 36.1% gave no response and 6.9% did not know where they would go.

#83 Home study is a possibility to be considered when planning educational programs for adults. Respondents were asked, "Would you take a course which could be completed in your home?" Of the whole sample, 48.8% said they would, 37.1% said "no", 8.2% did not know, and 5.9% gave no response.

By area, 50.2% of urbanites, 49.0% of all suburban residents, and 36.4% of all rural respondents said they would take a home course. 38.0% of all urban respondents, 36.0% of suburban respondents, and 43.2% of all rural residents said they would not take a home course. "No response" was the answer of 4.5% of all urban residents, 5.3% of all suburban residents, and 15.9% of all rural residents.

The percentage of females (51.1%) responding that they would take a course that could be completed in their homes was higher than that of males, 44.0% of whom would take a home course. Only 35.0% of female respondents said "no", while 42.9% of all males would not take a course which could be completed in their home.

By racial category, White respondents and Black respondents were more interested in taking a home course than those classified as "Other". 49.2% of all Whites, 56.1% of all Blacks, and 29.4% of those classified as "Other" would take a course at home. The percentage of each group responding "no" was 36.6% of all Whites, 41.5% of all Blacks, and 64.7% of those grouped as "Other".

Interest in home courses was higher among younger respondents. Differences in interest among the age groups is illustrated in the chart below:

AGE	YES	NO
17-21	62.5%	29.5%
22-24	50.0%	44.3%
25-34	63.8%	28.5%
35-44	51.3%	39.6%
45-54	43.8%	35.7%
55-64	36.8%	41.6%
65 & older	22.5%	51.7%

A higher percentage of those aged 45-54 (15.2%) and those aged 55-64 (14.4%) did not know whether they would take a course which could be completed in their homes. Of those respondents aged 65 and older, 19.2% gave no response.

Responses to the question regarding home courses did not vary among the different educational levels. Responses ranged from 48.0% of those with some high school but no diploma to college graduates with 53.0% stating that they would take a home course. However, among those respondents who had completed eighth grade or less, only 34.1% said they would take a home course. 40.2% said they would not and 22.0% gave no response. Of those respondents who were currently enrolled in educational programs, 56.7% would take a home course and 32.8% said they would not.

The responses of interviewees of the different occupational classifications did not differ greatly on the question of home courses. The homemakers as a group responded more positively. 54.3% of all homemakers would take a course which could be completed in their homes and 30.9% would not. This was the only outstanding difference in response among people with different occupations.

#84 There are different types of home courses available to the public. Respondents were asked, "Of these four types of home courses (Television, Correspondence, Newspaper, Radio) which would you prefer?" Of the whole sample, 16.0% preferred TV courses, 29.6% preferred correspondence courses, 6.4% said newspaper courses, 0.8% said radio courses, and 47.2% gave no response.

Responses by area did not differ within the urban, suburban, and rural areas. The most frequent response was correspondence courses: urban - 26.7%, suburban - 33.4%, rural - 27.3%.

Of all males answering this question, 24.3% preferred correspondence, 16.8% preferred TV courses, and 52.6% gave no response. Females, as well, preferred correspondence programs at the rate of 31.8%. Of all females, 15.7% chose TV courses and 44.9% gave no response.

Respondents from different racial groups presented differing opinions. Of all White respondents, 30.1% preferred correspondence courses, 15.6% preferred TV courses, and 47.0% gave no response. However, of all Black respondents, 26.8% preferred correspondence courses, 26.8% chose TV courses, and 41.5% gave no response. Of those classified as "Other", 17.6% chose correspondence courses, 17.6% chose TV courses, and 58.8% had no response.

The preferences of types of home courses remained the same among the different age groups. All groups preferred correspondence courses, with TV courses as second choice. 75.0% of all respondents aged 65 and older did not respond. Of this age group, 11.7% chose correspondence courses and 10.0% chose TV courses.

All respondents grouped by educational level preferred the correspondence type of home course, with the second choice being the TV home course. Responses ranged from 28.3% of all respondents with some high school experience to 30.4% of all 4 year college graduates, with very little variation in between. Although the first and second choices of preferred home courses remained the same, only 14.6% of those with an eighth-grade education or less chose correspondence courses and 13.4% chose TV courses, while 64.6% did not respond.

The type of home course preferred by respondents of different occupations did not change. Correspondence remained the first choice, followed by TV courses. However, a larger percentage of the military favored correspondence courses (53.3%), while only 6.7% chose TV courses.

A difference in the preferred type of home course was noted between the income groups. 20.5% of those earning a yearly income below $6,000 preferred TV courses, while 19.2% chose correspondence courses. Of those with an income above $6,000, 32.1% preferred correspondence courses, while 15.2% chose TV courses.

Of all respondents who preferred TV courses as the type of home study, 89.1% stated that they would take a course which could be completed in their homes. Of the 29.6% of the whole sample preferring correspondence courses, 85.6% stated they would take a home course. Of the 6.4% of the whole sample choosing newspaper courses, 75.4% said they would take a home course. 100% of the respondents choosing radio courses as their preferred type of home course (0.8% of the whole sample) said they would take a course which could be completed in their homes.

985 In the final question regarding publicity, interviewees were asked, "How would you most prefer to get information about educational programs for adults?" The major responses of the whole sample were: 36.0% chose "newspaper", 20.1% chose the "mail", and 8.7% preferred "counselors or admission staff".

All other responses were chosen by fewer than 6.0% in each other category:

RESPONSE	FREQUENCY
Employer	3.0%
Booklets/Posters	5.4%
Newspaper	36.0%
Radio	3.4%
TV	5.3%
Telephone	2.0%
Mail	20.1%
Counselors/Admissions	8.7%
School Catalogue	3.7%
Teachers	1.5%
Other	0.5%
No preference	5.4%
No response	4.8%

Preferences among urban, suburban, and rural dwellers were similar, and again the largest preference was the newspaper, followed by the mail:

AREA	NEWSPAPER	MAIL
URBAN	36.6%	21.2%
SUBURBAN	36.5%	19.9%
RURAL	31.0%	14.3%

Preferences remained the same among respondents of different racial backgrounds. 36.9% of all White respondents, 24.4% of all Black respondents, and 43.8% of all those classified as "Other" preferred to receive information through the newspaper. Mail was the second choice with 20.4% of all Whites, 17.1% of all Blacks, and 18.8% of all those grouped as "Other".

Among age groups, some differences were found. Among people aged 7-21, 24.7% preferred the mail, 21.3% preferred counselors, while 16.9% preferred to receive information through the newspaper.

The biggest preference among the 22-24 age group was also the mail (25.7%), followed by the newspaper (20.0%), and counselors/admissions (14.3%). Preferences increased for newspaper and decreased for counselors/admissions as age levels increased. Preference for receiving information

from counselors/admissions reached its lowest point among people in the 45-54 age group (2.7%), and remained low among the 65 and older age group (5.0%). 46.8% of the 45-54 age group preferred the newspaper, and 38.3% of the 65 and older age group preferred the newspaper.

The military also differed from the total sample in their preferences for receiving information. 40.0% of all military persons interviewed preferred to receive information from their employer, while newspaper, books, radio, mail, and teachers were all equally preferred at 6.7%, 13.3% chose counselors/admissions.

The final portion of the questionnaire was designed to explore possible interest areas of the interviewees. Nine broad subject areas were listed, with examples given for each area. Respondents were also asked to give the reason for their interest e.g., job related, college credit, or personal interest.

#86 The subject area which generated the most interest was "Home and Family or personal living skill courses" (such as crafts, hobbies, or home maintenance courses). Of all respondents, 61.0% were interested in these courses. Of this total, 1.6% were interested for a job-related reason, 0.3% were interested for college credit, while the remaining 59.0% would take these courses for their personal interest. 36.0% of the whole sample responded that they were not interested.

There was a higher interest among residents of rural towns, where 74.9% of the respondents expressed an interest, as opposed to urban towns (60.1%) and suburban towns (60.8%).

There was also a difference between the responses of males and females. 47.0% of all males interviewed showed interest in home and family courses; 66.6% of all females were interested.

Among respondents of different racial backgrounds, a lower interest level was found among those classified as "Other", where 47.1% expressed interest in home and family courses. Of all White respondents 61.7%, expressed interest, as did 56.1% of all Blacks.

Interest in home and family courses increased with age until the group of respondents aged 35-55, after which point interest declined.

AGE	FREQUENCY
17-21	57.3%
22-24	68.1%
25-34	69.3%
35-44	71.7%
45-54	56.3%
55-64	52.4%
65 & older	41.7%

Groups with the highest percentages of "not interested" were veterans (57.4%), military (53.3%), and those who had finished the 8th grade or less (52.4%), in comparison to the sample average of 36.0%.

#87 Business courses such as accounting, economics, and marketing did not receive a high rate of response. 62.7% of those interviewed were not interested. 19.9% were interested for a job-related reason, 5.2% were

interested for college credit, and 9.2% were personally interested. This is a total of 34.3% interested in business courses.

Residents of the City of Groton expressed more interest in business (37.3%), than did the residents of Norwich (32.7%), or New London (28.6%).

Among males and females, the interest in business courses was similar and centered around job-related reasons as did the majority of the sample. 31.4% of all males expressed interest and 35.4% of all females did.

The younger the respondent the more interest was expressed in business courses. This relationship can be seen in the following chart:

AGE	FREQUENCY
17-21	48.4%
22-24	47.2%
25-34	43.5%
35-44	35.3%
45-54	33.9%
55-64	20.7%
65 & older	13.0%

Of respondents with different educational backgrounds, those completing the eighth grade or less expressed the least interest in business courses. Only 9.5% of this group was interested, in comparison to 31.2% of those with some high school, 36.7% of all high school graduates, 44.8% of those with some college, and 32.6% of all college graduates.

Employment status was a factor in interest level. 43.1% of the employed were interested in business courses, while only 27.8% of the unemployed expressed interest.

Respondents representing different occupations reflected different levels of interest.

OCCUPATION	FREQUENCY
Pro & Semi-Professional	38.6%
Skilled	33.8%
Semi-Skilled	47.3%
Unskilled	20.7%
Homemaker	28.2%
Military	43.1%

In the area of mathematics, the majority of the whole sample did not show interest, with 69.2% of the interviewees giving this response. Of

those who were interested, 10.8% wanted college credit, 9.7% were interested for a job-related reason, and 7.5% were personally interested. This is 28.0% of the respondents.

Breaking the responses down by regions, people in suburban areas (27.0%) were more interested than those in rural (22.7%) or urban (29.3%) areas.

Males were more interested in mathematics than were females. 34.3% of all males expressed interest, while only 25.5% of all females did.

Differences in interest level were large between age groups.

AGE	PERCENT INTERESTED
17-21	52.8%
22-24	38.0%
25-34	37.2%
35-44	18.1%
45-54	23.2%
55-64	13.6%
65 & older	5.8%

As a group, those with an eighth-grade education or less expressed a very low interest in mathematics programs (10.9%). This low interest is not reflected among respondents of other education levels. 32.5% of all respondents with some high school experience, 25.7% of all high school graduates, 37.5% of those with some college, and 28.9% of all college graduates expressed interest in mathematics.

Among respondents of different occupations, interest level ranged from a high of 66.7% of all military to a low of 20.9% of all homemakers.

#89 The humanities, such as languages, literature, and philosophy, were popular among the whole sample. Of all responding, 40.1% expressed interest for one of three reasons. 3.2% of that figure were interested for job-related reasons, 14.5% wanted college credit, and 22.4% expressed personal interest. Of the whole sample, 57.1% of all respondents were "not interested".

By area, 41.5% of all urban residents, 39.0% of all suburban residents, and 29.6% of rural residents expressed interest in the humanities. There were no large differences between respondents from different areas.

Interest in humanities courses differed among males and females. 42.4% of all females expressed interest, while 33.9% of all males were interested in humanities.

Throughout all 39 variables, the bulk of respondents who expressed an interest in humanities courses did so for personal interest. This was the

case among the 39.4% of all Whites, 47.6% of all Black respondents, and the 58.8% of all those classified as "Other" who expressed interest in this subject area.

The older the respondent, the lower was the interest in humanities courses.

AGE	FREQUENCY
17-21	56.2%
22-24	47.9%
25-34	50.9%
35-44	41.0%
45-54	34.8%
55-64	27.8%
65 & older	17.4%

Interest in humanities was once again very low among respondents with an eighth-grade education or less, where 14.6% expressed an interest. Among those with some high school experience, 27.8% expressed interest, as did 35.0% of all high school graduates, 59.4% of those with some college, and 55.5% of all 4 year college graduates.

Differences occurred within the occupational variable. Once again, the military expressed the highest interest.

OCCUPATIONAL	FREQUENCY
Pro & Semi Professional	46.9%
Skilled	29.6%
Semi-Skilled	46.5%
Unskilled	34.6%
Military	60.0%
Homemaker	34.0%

#90 The natural sciences, such as biology, chemistry, and earth science, were not of high interest to the majority of the whole sample. 69.7% of the sample were "not interested", while 5.6% were interested for a job-related reason, 11.4% wanted college credit, and 10.3% were personally interested.

Among respondents from different areas, 28.7% of all urban residents, 26.5% of all suburbanites, and 18.2% of all rural residents expressed interest in the natural sciences. No great differences occurred among the interest levels of respondents from the urban centers of Norwich, New London, and Groton.

The percentages of males and females indicating interest were similar. 26.5% of all males and 27.7% of all females noted an interest in the natural sciences.

Differences do appear among respondents of different races. Of those classified as "Other", 35.2% expressed an interest. This response was higher than the interest level of White respondents (27.3%) and of Black respondents (26.1%).

Interest in natural sciences decreased with the age of the respondent. Responses ranged from 47.2% of those aged 17-21 expressing interest to only 5.8% of those aged 65 and older.

Interest was once again low among those respondents who had completed the eighth grade or less in comparison to respondents with more education.

EDUCATION LEVEL	PERCENT INTERESTED IN NATURAL SCIENCES
8th Grade or Less	9.7%
Some High School	19.0%
High School Graduate	23.9%
Some College	43.2%
College Graduate	34.8%

Among respondents representing different occupations, the military expressed the highest level of interest. 66.7% of all military respondents were interested in natural sciences while only 34.4% of the professional or semi-professional, 17.5% of skilled, 31.2% of the semi-skilled, 23.1% of unskilled, and 21.2% of homemakers.

#91 Many respondents appeared interested in occupational courses, such as nursing, data processing, or carpentry. Of the whole sample, 25.1% were interested for a job-related reason, 7.3% for college credit, 10.8% for personal interest, and 54.1% were not interested. This totals 43.2% who showed interest in this subject area. As can be seen, the majority was interested for job-related reasons.

By area, 43.5% of all urban respondents, 42.8% of all suburban respondents, and 45.4% of all rural respondents were interested in occupational courses.

Responses of males and females were almost identical. 43.2% of all males and 43.1% of all females were interested in occupational courses.

Among respondents of different racial backgrounds, those classified as "Other" expressed the highest interest in occupational programs. 64.8% of this group expressed interest as compared to 42.8% of all Whites and 45.2% of all Blacks.

Interest in occupational programs decreased as the age level of the respondent increased.

AGE	PERCENT INTERESTED IN OCCUPATIONAL COURSES
17-21	58.4%
22-24	55.0%
25-34	46.4%
35-44	44.7%
45-54	42.0%
55-64	28.0%
65 & older	13.3%

Men in those respondents having completed the eighth grade or less were less interested in occupational courses than respondents with more education. Only 15.8% of this group expressed interest, while 38.8% of those with some high school, 45.5% of all high school graduates, 52.1% of those with some college, and 45.1% of all 4 year college graduates and above were interested in occupational courses.

#92 The next subject area was secretarial sciences, such as typing, shorthand, and office machines. Responses for the whole sample are: 15.9% interested for a job-related reason, 3.6% interested for college credit, 8.3% personally interested, and 69.2% not interested. This totals 27.8% of the sample.

There were no large differences among the interest levels of respondents from urban, suburban, or rural areas.

Groups expressing somewhat higher interest were females (34.3%), as opposed to males, of whom 14.5% were interested.

Among the 17-21 age group, 48.3% were interested for combined reasons. This figure broken down into the three reasons is as follows: 25.8% for job-related reasons, 13.5% for personal interest, and 9.0% for college credit.

As age increased, however, interest in the secretarial sciences declined. Of all people in the age group 22-24, 29.2% were interested, and interest hit its lowest point among the 65 and older age group, where 7.5% showed any interest.

Those respondents completing the eighth grade or less showed much less interest than respondents who had received more education. Interest rose steadily as education increased, with the exception of 4 year college graduates, whose interest was low.

EDUCATION LEVEL	FREQUENCY OF INTEREST
8th Grade or Less	8.5%
Some High School	29.0%
High School Diploma	30.9%
Some College, No B.A.	36.4%
College Graduate	17.0%

Among the occupational variables, two groups showed significant interest in this subject area. 36.7% of the homemakers interviewed were interested, and 34.4% of the semi-skilled workers were interested. All other groups expressed lower interest. The lowest interest occurs among unskilled workers, where only 15.1% showed interest.

Differences between the employed and the unemployed were relatively small. More interest does occur among the unemployed, where 31.0% of the respondents were interested, while 24.3% of the employed were interested.

#93 The next subject area was the social sciences, such as sociology, history, and economics. Frequencies for the total sample are: 4.5% expressed job-related interest, 15.0% were interested for college credit, 17.1% had a personal interest, and 60.6% were not interested.

The total percentage of people expressing interest is 36.6%. By region 38.8% of urban, 35.1% of suburban, and 25.0% of rural were interested in social sciences.

Males and females expressed almost equal interest in the social sciences. 32.1% of all males were interested, while 38.3% of all females were interested.

Among respondents classified as White, 36.5% were interested, with the majority of this total interested for personal reasons (17.5%).

Among respondents classified as Black, 34.2% were interested. However, the majority were interested in receiving college credit in the social sciences, (22.0%).

Among respondents classified as "Other", which includes American Indians, Asian Americans, and Hispanics, interest was substantially higher in the other two groups; 53% of this group expressed interest. The major reason given was college credit (29.4%).

As seen in almost every subject area, interest declines with increasing age. Interest was highest among the 17-21 age group, where 53.0% expressed interest in social sciences (mainly for college credit - 32.6%), and steadily diminished, reaching its lowest point among the 65 and older age group, where 14.2% expressed interest.

Cross-tabulating interest level with the educational variables, interest in social science was higher among persons who had attended college than those who had not. Interest was lowest among people who had completed the eighth grade or less (11.0% were interested). Interest was higher among people who had attended high school but had not received a diploma (24.0%). Of those with a high school diploma, 33.2% were interested. Highest interest occurred among people who had attended some college (56.8%). Of 4 year college graduates or above, 48.2% expressed interest. Interest was also high among the currently enrolled respondents, as 70.4% expressed interest in the social sciences (mainly for college credit - 43.0%). Only small differences in interest level appeared among respondents falling into different occupational classifications. The one group who expressed high interest was the military: 66.7% were interested, mainly for college credit (40.0%). Respondents who were employed were more interested (42.8%) in social science than the unemployed (32.1%).

#94 The final subject area is cultural enrichment, such as theater groups, art leagues, or book clubs, 44.3% of the whole sample area were interested mainly for personal reasons. The breakdown is as follows: 1.1% expressed job-related interest, 2.7% noted college credit as their reason, 40.5% had a personal interest, and 52.9% were not interested.

By area, 41.8% of urban respondents, 45.1% of all suburban respondents, and 52.3% of all rural respondents expressed interest in this subject.

Females were somewhat more interested than males in this area: 34.4% of all males were interested, while 48.0% of all females expressed an interest.

Differences among the three racial groups were not large. 44.6% of all Whites, 36.6% of all Blacks, and 47.1% of all those classified as "Other" expressed interest in cultural enrichment programs.

Once again, interest declines with age. However, the percentage of older persons expressing interest in cultural enrichment is higher than every other subject area, with the exception of home and family courses. The breakdown of interest by age is:

AGE	FREQUENCY
17-21	51.7%
22-24	50.0%
25-34	54.1%
35-44	45.5%
45-54	48.2%
55-64	30.2%
65 & older	25.0%

Interest level grew steadily as the educational level of the respondents rose. Only 11.0% of those completing the eighth grade or less were interested, while interest among college graduates was considerably higher, with 68.9% of those respondents expressing interest.

When cross-tabulating interest in cultural enrichment with occupational variables, there appears to be greater interest among the professionals and semi-professionals (58.2%) and the semi-skilled (54.5%) than among the skilled (28.2%), the unskilled (30.2%) or the military (26.7%). 40.0% of all homemakers expressed interest in this area.

Differences between the employed and the unemployed were small, with the employed expressing slightly more interest (48.0%) than the unemployed (41.6%).

#95 Another question was entered at the end of this list of interest areas and was labeled "Other", which gave the respondents a place to add an area of interest which might have been omitted. 12.1% of the whole sample included an area of interest that they felt they would like to see offered in Southeastern Connecticut. Of this figure, 10.3% expressed an interest in music education (such as music theory, and music lessons). 6.0% expressed interest in nursing courses, including a four-year program as well as refresher courses for practicing nurses.

Another 6.0% were interested in art classes. 1.7% of those choosing "Other" were interested in courses in photography, 1.7% expressed interest in child care programs, 1.7% expressed interest in veterinary medicine. 1.7% of the sample were interested in opera classes and would like to see a community band program offered in Southeastern Connecticut.

#96 The final question of the survey asked, "Before deciding to enroll in an educational program for adults, would you like assistance in choosing programs that would meet your needs and interests?" Responses for the whole sample were:

RESPONSE	FREQUENCY
YES	63.9%
NO	24.2%
DON'T KNOW	5.2%
NO RESPONSE	6.7%

Of those respondents expressing interest in continuing their education by answering CERTAIN or POSSIBLE to question #66 in the survey, responses to the counseling question are as follows:

RESPONSE	FREQUENCY
YES	78.3%
NO	14.7%
DON'T KNOW	4.4%
NO RESPONSE	2.6%

There appears to be a need for educational counseling among the majority of the people surveyed, and also among the majority of those respondents who plan to continue their education within the next year.

Courses for college credit are perceived to be the most available educational opportunity and job-training courses are perceived as the least available educational opportunity in this area.

The individual subject area which generates more interest than any other is Home and Family or Personal Living Skill courses, such as crafts, hobbies, or home maintenance, followed by programs in the Humanities and the Social Sciences.

Groups that are the least likely to enroll in existing programs are the unemployed, those people who have completed the eighth grade or less, and those persons aged 55 and above.

Groups that are most likely to enroll in existing programs are people who have completed some college, college graduates, people aged 17-34, those persons who are professionally and semi-professionally employed, military personnel, and persons racially classified as "Other" (which includes American Indians, Asian Americans, and Hispanics.)

PROCEDURE

Before the survey was conducted, procedures had to be decided upon. The steps were as follows:

1. A questionnaire was developed, using the grant objectives as guidelines.*
2. The population of the 18 town Southeastern Connecticut region was geographically stratified.
3. Quotas per town were statistically developed in order to proportionately interview at least 0.5% of the Southeastern Connecticut population.
4. Telephone directories of each area were separated by towns.
5. Using a table of seven digit numbers, a column, page, and number was determined to identify addresses to be surveyed.
6. Extra addresses were chosen for a reserve list in case of refusals and people not home.
7. Addresses were marked on local maps, and divided into six sections (one for each interviewer.)
8. Local police departments were contacted by the communications specialist. Also, a letter of introduction and an identification badge was used by each interviewer.
9. Chosen addresses were contacted. If the house was occupied, and the person answering the door was seventeen or older and was cooperative, the interview was conducted.
10. If the person at that address refused or if there was no eligible respondent, the surveyor went to the next address on the list.
11. Pamphlets about area educational programs were available. Upon completion of the work day, a daily log, recording contacts, was filled out.
12. As the quota for each town was completed, the next town was started.

13. Surveys were returned to the college and tallied weekly.

14. Surveys were then numerically coded and keypunched according to the S.P.S.S. computer system.

15. After all surveys were keypunched, the computer cards were delivered to the University of Connecticut Computer Center and the results were tabulated.

* A brief pilot study was conducted in a local shopping mall. Respondents volunteered to answer the survey and commented on the clarity and length of the questionnaire.

CONCLUSIONS

The views expressed in this report can be projected to reflect the opinions of the 233,200 residents in Southeastern Connecticut as estimated by the 1978 report of the Department of Health.

Upon evaluation of our compiled results, we feel the following conclusions and recommendations can be made.

Generally, people of Southeastern Connecticut, who have attended adult educational programs, are satisfied with the quality and availability of programs. Blacks and other minority racial groups are more dissatisfied with the quality of programs they have attended. One of the notable trends found is that as educational levels increased, satisfaction with programs available decreased. This suggests a lack of advanced educational programs.

One important finding is that 86% of the residents in Southeastern Connecticut believed that educational opportunities for adults are worth the investment of their tax dollars.

There is a need for job opportunity information and placement services to be provided by schools and colleges in the area. Since on-the-job training is seen as the most effective way of learning, Manpower and Apprenticeship programs could be coordinated by both State Employment Agencies and Schools.

There is a need for additional publicity regarding educational programs for adults in Southeastern Connecticut. Many people are uninformed about the policies of the Connecticut community college system. They are even more uninformed about the local Adult Basic Education programs. Awareness of the location of an A.B.E. program in each town and the fact that A.B.E. programs are provided free of charge is not usually known. The newspaper is the most preferred method of advertisement for educational programs. However, this method may not reach the non-reading public. Alternative methods, such as local educational fairs, could be explored further.

The military personnel have different opinions than the non-military population in several areas. They prefer to receive information about educational programs from their employer. Their major obstacle to continuing their learning is the time of day that programs are being offered. They also participate heavily in college credit courses, occupational-vocational training, and career development programs, which are often made available at military installations.

The most prevalent obstacle to the continuation of learning activities is child care problems. This is especially a problem for women who are 25-34 years of age. This may suggest a need for more care facilities in this area for children.

There is a need for more educational counseling in Southeastern Connecticut. This need is higher among those who plan to continue their education within the next year.

PROBLEMS

This section addresses the problems that occurred during our survey. It is hoped that our information will be useful to any group or organization planning a needs assessment.

One of our first problems was built into our procedure. Since the most recent and available list of addresses was the telephone directories of the different areas, we selected addresses at random from this source. However, addresses of people without telephones or with unlisted phone numbers could not be included.

The meanings of all questions and answers should have been similar. This was not always the case, however, and there were some problems of misinterpretation. The major source of this problem stemmed from the fact that all interviewers did not take part in the development of the questionnaire. Because of this, there was no standardized interpretation of the individual questions.

The questionnaire itself presented problems, such as length and lack of clarity. The 96-item survey required at least ten minutes to complete, but often took more than twenty. Fatigue became a factor with the second half of the survey. Respondents often did not consider their answers as carefully as they might have had it been briefer.

Misinterpretation was also a problem among respondents due to a lack of clarity of some questions. It was difficult to determine whether the respondent interpreted the question as it was intended. It was possible for the respondent to have discovered a dual meaning to our question.

Most of the problems encountered in the field could not have been avoided. The interviewing was conducted in the summer, so the weather was rarely a problem. In the summer, however, many people were not home. This often caused a morale problem for members of the team.

Refusals were also a problem. People in some areas seemed to be more cooperative than those in others. Refusals were not counted in our total number of completed surveys, but the incidence seemed high.

Our pilot study was not as effective as it could have been because it was conducted on a volunteer basis in a local shopping mall. It did not simulate our actual survey situation as it eliminated the possibility of hesitant respondents and refusals.

Although we varied the times when we interviewed to accommodate people working outside of their homes, 32.0% of the respondents answered that their primary occupation was homemaking. 71% of the respondents were female. Many times a male would answer the door, but would call upon a female in the household to be interviewed. Since the respondents were randomly chosen, we could not express a preference for a male or a female. We also interviewed a high number of retirees, another group that often does not work outside the home.

It was very important to have advance publicity via newspapers and radio. It was also important for the interviewer to identify him/herself as soon as possible. Making the interview comfortable and non-threatening facilitated the interview. It also helped to insure the safety of the interviewers.

There were also unpredictable problems, like dogs, reinstorms, unknown addresses, etc., which we had no control over and could not plan on. Unfortunately, this is inherent in the process of household surveying.

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